

Impact Assessment Phase I


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by

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On

Bharatiya Jain Sanghatana's

Mulyavardhan Project

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Executive Summary

In 2001, BJS created a project 'Educational Quality Improvement Program' (EDUQIP) for improving the educational standards in government schools. With a similar objective, after extensive research, the Mulyavardhan Program was formulated. Mulyavardhan is one of the most cherished projects at BJS and particularly for the BJS National President, Mr Shantilal Muttha. The mission of the MV programme is to develop universal values and moral education in children during their early formative years. The emphasis is on important values, good habits, positive attitude and skills. In Phase I of the implementation plan, the programme was proposed to be introduced in more than 1000 schools in 2009 for over 100,000 students of the Marathi medium schools of various Tehsils / Municipal Corporations of Maharashtra. This was subsequently modified as discussed later.

The present impact assessment study has been conducted on the schools in Patoda Tehsil which has been described by BJS as a backward and remote Tehsil. Whilst the aspects related to implementation of Mulyavardhan programme are extremely well structured and established, little has been done to understand the overall impact of the programme in a scientific and systematic manner. Anecdotal evidence suggests that the programme is a success and has been received positively by the various stakeholders; however, the nature and extent of outcomes have not been explored methodically. The current project arises out of a need to formally document the impact of the programme.

In a current situation where the purpose of value education is either misunderstood or the methods adopted to provide value education are not really meaningful (Mehta and Whitebread, 2003), Bharatiya Jain Sanghatana has initiated an extremely comprehensive approach to value education in schools. Furthermore, the method underlying the Mulyavardhan programme of BJS ensures that value education has an equally important place in the school curriculum alongside other traditional academic subjects. However, an analysis of the Mulyavardhan curriculum suggests that the approach belongs to the mixed methods category without any grounding in a particular model or philosophy of moral education.

Phase 1 of Mulyavardhan Impact Assessment focussed on assessment of various stakeholders' reactions to the programme; the knowledge that they have gained from their involvement with the programme, and the overall outcomes at an individual and the school level as a result of participating in the MV programme. Phase 1 comprised a large scale survey with the aim of obtaining macro views and Phase 2 will explore the knowledge, behaviour, and results in greater detail in order to identify schools with best practices that could serve as examples for the MV community of schools.

As part of Impact Assessment of the MV programme - Phase I, questionnaires were developed for principals, teachers, students, MV teachers, and coordinators involved in the Mulyavardhan programme. The questionnaires comprised a combination of closed-ended questions in the form of rating scales and multiple options. The questionnaires

also consisted of a few open-ended questions. The responses to these questions were analysed quantitatively and qualitatively. The quantitative analyses consisted mainly of descriptive statistics and tests of significance to determine differences between groups. The qualitative analyses included collating free-text responses into themes and categories.

Principals

- A total of 136 principals of schools in Patoda Tehsil responded to the survey questionnaire. Of this group, 40 principals belonged to the schools which formed the main sample for this impact assessment study, that is, Group 1. The remaining 96 principals were from the schools in Patoda Tehsil that had also been involved in the Mulyavardhan programme from the start, but were not part of the selected sample for the overall impact assessment study, that is, Group 2.
- The survey questionnaire for the principals was used to collect information related to: their profile; their involvement with the Mulyavardhan programme; their views on different aspects related to the programme (through a series of likert-scale items); and their open-ended views on the changes observed and suggestions for improvement.
- The principals on the whole held very positive views about the MV teacher at their school and about the MV programme.
- Some principals indicated that the programme had resulted in a positive impact on their teaching and management style. Similarly, the principals also felt that the programme had a positive impact on the teachers at their school.
- In terms of impact on the students, the principals generally agreed that the disciplinary issues had reduced. In their open-ended responses, the principals mentioned a range of areas where they had experienced or observed changes at their school since the start of the MV programme. Improved interpersonal relations amongst the students was the most frequently occurring response in this area.
- The principals provided a variety of suggestions for improving the MV programme. They also mentioned that the content of the programme should be adapted to include more relevant aspects that the children will identify with. Furthermore, the principals suggested that parents should be included in the programme.

Teachers

- A total of 59 government teachers from 32 schools responded to the survey.
- The survey was used to collect information related to their profile; their involvement with the programme; their views on different aspects related to the

programme (through a series of likert-scale items); and their open-ended views on the changes observed and suggestions for improvement.

- The teachers as a group believe that the MV programme is worthwhile and also held positive views about the MV teacher at their schools.
- Some teachers indicated that the programme had a positive impact on their teaching style.
- In terms of impact on students, the teachers also felt that their students had improved at problems-solving, that they had become more disciplined, cooperative, and confident. These aspects also emerged in the teachers' responses to the open-ended item about the biggest change they had observed since the programme had started. The teachers presented a variety of valuable suggestions for improving the programme. For instance, several teachers said they wanted to see changes in the MV content to increase its relevance for their students. They also requested that each school be allocated a single MV teacher and that there needs to be better planning and coordination of the activities.

Coordinators

- Sixteen coordinators responded to the survey.
- A survey questionnaire was constructed for the coordinators to understand the details of their role, to determine the common concerns they receive from the MV teachers in relation to the programme, and to assess the changes the coordinators have observed in the programme and experienced in relation to themselves as a result of their involvement in the Mulyavardhan programme.
- The number of MV teachers each coordinator supervised ranged from 18 to 29, and the majority of the coordinators met the MV teachers they were responsible for twice a week.
- The coordinators listed a variety of challenges experienced by the MV teachers as a result of: their commute to the school; the constraints and limitations within the school; the limitations of the Mulyavardhan programme content / structure.
- The coordinators agreed on several common traits which would enable MV teachers to be more effective in their role, for instance, confidence; good interpersonal skills and competence in planning and preparation.
- Of all the positive experiences that the MV teachers shared with the coordinators, the largest category of responses related to the theme of 'successful teaching / classroom management technique'. The results showed that the MV teachers took pride in and cherished their success in delivering the Mulyavardhan programme.

- The coordinators' self-evaluation indicated that they had gained several social, personal and emotional skills and knowledge as a result of their involvement in the Mulyavardhan programme.
- The coordinators provided very useful suggestions for improving the overall quality of the programme which included further training for the MV teachers; re-evaluating the MV teachers hiring process; linking the Mulyavardhan syllabus to the local culture to increase its relevance; and re-organising some aspects of the structure of the programme.

MV teachers

- Responses were collected from a total of 190 MV teachers. Of this group, 49 MV teachers (group 1) were facilitating MV sessions in the 40 main sample schools at the time of completing the survey. Another 30 MV teachers (group 2) who responded to the survey had facilitated the MV sessions in those 40 sample schools in the first year of implementation, but had then been transferred to a new set of schools. These 30 MV teachers were instructed to fill in the survey based on their previous experience of facilitating MV sessions in those 40 sample schools. The remaining 111 MV teachers (group 3) were facilitating MV sessions in the other schools which were not part of the main sample.
- The survey questionnaire for the MV teachers was used to collect information related to: their profile; their involvement with the Mulyavardhan programme; their views on different aspects related to the programme (through a series of likert-scale items); and their open-ended views on the changes observed, suggestions for improvement, and their positive and negative experiences.
- This group of MV teachers was adequately qualified to teach primary school children and quite a few had some previous teaching experience.
- Overall the MV teachers viewed different aspects of the MV programme favourably. They were satisfied with the initial training received in terms of its duration, coverage of topics, and its usefulness for facilitating the MV sessions. The MV teachers appeared to have a productive relationship with the staff at the schools allocated to them. They also felt that the MV programme had resulted in benefits for their students.
- The MV teachers claimed to use their experience diaries extensively to record a variety of elements in relation to the MV programme. A majority of the MV teachers also reported recording observations about their students and self-observation at least once a day.
- The proportion of time that the MV teachers claimed to be spending on different activities was very much in line with what is considered effective for such educational interventions.

- While several MV teachers stated that they did not find any topic particularly difficult to teach, there were several others who mentioned a variety of topics that they found challenging for a number of reasons.
- Many MV teachers felt that there were differences in the extent to which students from different grades learnt most from the sessions. Several felt that Grade 4 students learnt the most.
- The MV teachers narrated a variety of instances in which their students had demonstrated positive changes since the start of the MV programme - helpfulness/cooperation was the most frequently occurring category of response.
- The MV teachers also recognised positive changes in themselves since the start of the MV programme. Several mentioned that they had become more patient.
- The MV teachers mentioned numerous positive experiences related to the MV programme. A large majority also stated that they had no negative experience.
- About half of the MV teachers felt that there had been no change in any aspect of the MV programme since they began facilitating it.
- The MV teachers provided several useful suggestions for improving the MV programme, for instance, change in content and structure of the syllabus.

Children

- 604 students from grades 1 to 4 participated in the survey. Of this group, a little over 50% were girls and the remaining were boys.
- About 25% of the total group belonged to each of the four grades.
- Among the activities that children engage with in the MV sessions, playing games, drawing, and singing songs emerged as the most popular across all four grades.
- The most positive experience that the students had in relation to the MV programme was their experience of helping others.
- According to the children their parents and siblings took a keen interest in the MV programme
- Some similarities were found in relation to the topics that the MV teachers found difficult to teach and the topics that the students listed as their least favourite.

Overall comparisons

- On most aspects related to the MV programme, the principals' and the government teachers' views were very closely aligned.
- The MV teachers' claim and the government teachers' experience in relation to a common element was very similar.
- The government teachers did not report receiving any regular feedback from the parents. The children's data showed that according to them, their families were taking a keen interest in the MV programme.

Main recommendations

- Revision of Mulyavardhan curriculum / syllabus
- Create standardised formats and processes for regular assessment of students
- Further training of MV teachers in negotiation skills and use of experience diaries
- Develop ways of involving parents and teachers in the programme, but without demanding huge time investment in this process

Phase II of Impact Assessment

In addition to contributing to the recommendation mentioned in Section 2, the research team also suggests initiating Impact Assessment Phase 2. A main limitation of surveys is that respondents often attempt to provide socially desirable answers. While, Impact Assessment Phase 1 provides a macro view of the changes, further work needs to be carried out to understand the details of the changes in the schools. The follow-on case studies will also enable identification of the schools with best practices which could serve as model schools for the rest of the MV. Additionally, while a number of positive outcomes were reported by the sample, it is difficult to determine the extent to which these changes were a result of the MV content, the techniques of facilitation employed by the MV teachers, or the general support received from the staff at those schools. Further work using interviews, focus groups, and observations will shed more light on the role of these different variables. The case studies will also identify the schools with best practises and the MV staff belonging to those schools could be involved in the training of the new MV teachers.

Introduction

1. Bharatiya Jain Sanghatana (BJS) is a Pune-based not-for-profit and a non-government organisation with a national footprint was established in 1985. BJS works in three main sectors - Social Services, Education, and Disaster Management. It is a non-religious, non-political, non-commercial, professional organization working towards the benefit of society. The word “Jain” in the name Bharatiya Jain Sanghatana is a misnomer to the extent that although it is a part of the name of the organisation, the organisation works for society at large with no barriers of colour, caste, creed, religion, or language. BJS aims to identify important national issues, identify the affected population and implement practical solutions based on research and actual experiences.

2. Mulyavardhan Programme: BJS has a vast experience of and contributed exceptionally to large-scale social, educational and economic reform. In 2001, BJS created a project ‘Educational Quality Improvement Program’ (EDUQIP) for improving the educational standards in government schools. With a similar objective, after extensive research, the Mulyavardhan Program was formulated. Mulyavardhan is one of the most cherished projects at BJS and particularly for the BJS National President, Mr Shantilal Muttha.

3. MV Mission: To develop universal values and moral education in children during their early formative years. The emphasis is on important values, good habits, positive attitude and skills. The mission is to carry out a phased implementation of the MV programme from 1st to 10th standard using a structured master plan. The MV programme is proposed for implementation in a phased manner in all government and private schools.

Young people in today’s world have access to diverse information from various media sources. At times the variety of information might be overwhelming or conflicting. Children need to develop confidence, independent thinking and decision-making skills to cope with conflicting situations.

The curriculum was ensured to: deal sensitively with various subjects; be religion-neutral; include age-appropriate content with child-friendly techniques of content delivery. Dr. H.T.D Rost led the ‘BJS Mulyavardhan Syllabus Designing and Management Committee’ (MSDAM) for the initial version of the syllabus.

4. Mulyavardhan Syllabus/Curriculum: Universal values are the focus of the MV syllabus. These values work towards reducing aggression, arrogance, intolerance and violence. The focus of the MV syllabus in its 10 year master plan includes the following: empathy, equality, cooperation, peace, emotional intelligence, patience, kindness and tolerance. The syllabus is relevant to both national and international audiences and is culturally sensitive.

5. MV Implementation Strategy for the Pilot project:

BJS has designed a master plan of the syllabus from STD I to X in three phases and will implement the project in phases.

Phase I: STD I to IV

1. In Phase I, BJS developed a syllabus for STD I to IV, with a view to implement it for one period every day in each class.
2. BJS obtained approval from the Zilla Parishads / Municipal Corporations for the syllabus and to implement the same in the identified schools.
3. The Zilla Parishads & Municipal Corporations agreed to allocate one period every day for each class for implementation of Mulyavardhan at the primary level.
4. BJS subsequently appointed MV teachers for facilitating the MV programme. The MV teachers were selected and trained by BJS.
5. Simultaneously, BJS finalised the implementation policy BJS and created a mechanism to monitor the project continuously.
6. BJS initiated an impact assessment, phase 1, to evaluate the success of the programme in schools that were involved in the MV programme for 18 months at the time of study.
7. It was explicitly clarified that there would be no financial burden on the Zilla Parishads and/or Municipal Corporations for the implementation of the pilot program.

In Phase I implementation, the programme was proposed to be introduced in more than 1000 schools in 2009 for over 100,000 students of the Marathi medium schools of various Tehsils / Municipal Corporations of Maharashtra. This was subsequently modified as discussed later.

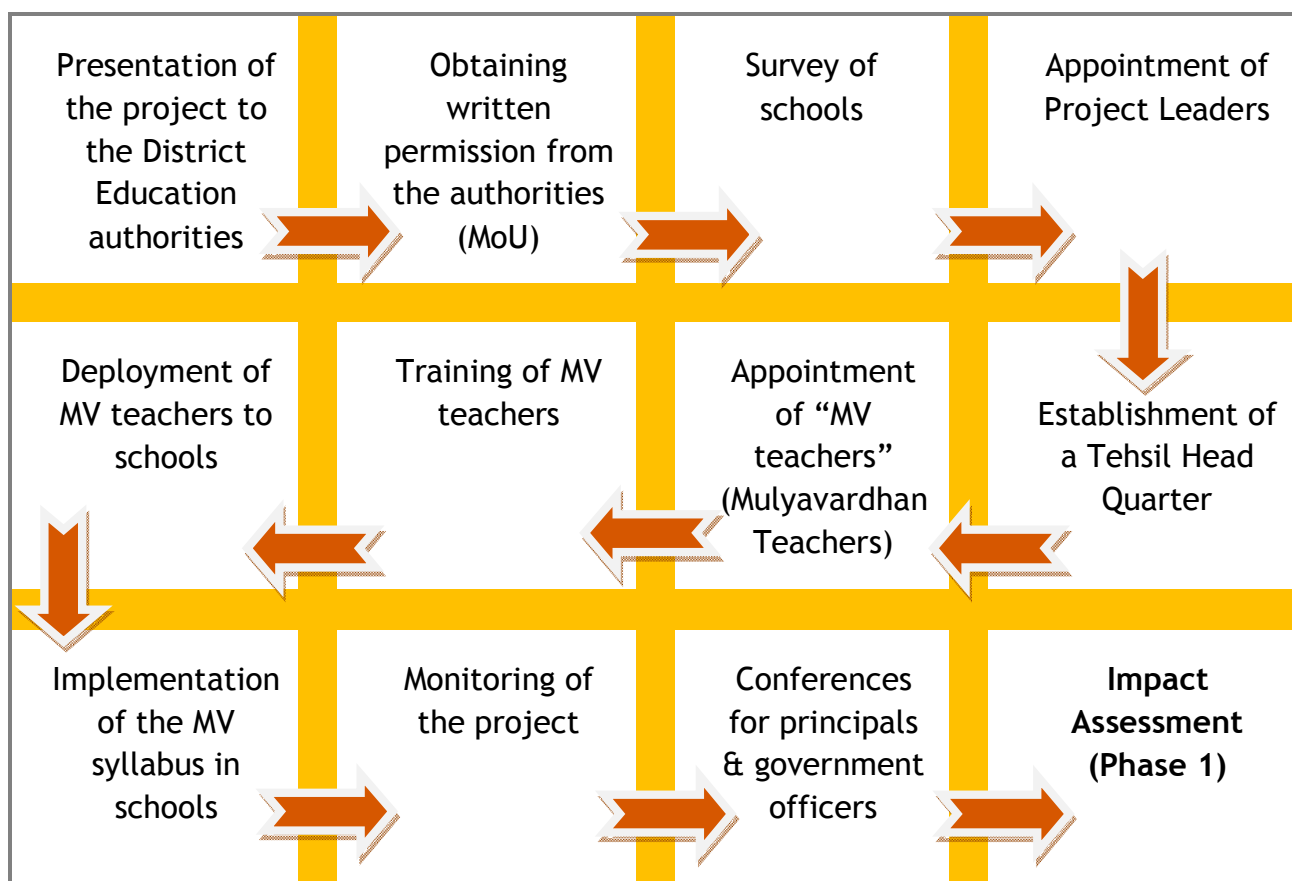
Phase II: STD V to VII

- a) Designing and development of syllabus for STD V to VII.
- b) Implementation will be carried out in all schools with STD V to VII of the same Tehsils where Phase I was implemented.
- c) This phase will be applicable only to those students who seek admissions in STD V in the same Tehsil.
- d) Two to three periods per week shall be dedicated to the teaching of the Mulyavardhan syllabus.

Phase III: STD VIII to X

- Designing and development of syllabus from STD VIII to X.
- Implementation will be carried out in all schools with STD VIII to X of the same Tehsils where Phase I and II have been implemented.
- This phase will be applicable only to those students who seek admissions in STD VIII in the same Tehsil.
- One to two periods per week shall be dedicated to the teaching of the Mulyavardhan syllabus.

Figure 1: The process of implementation of the Mulyavardhan programme at the Tehsil level.



Pilot implementation of Phase I - Step I:

Phase I is being implemented in the government schools of different Zila Parishads and Municipal Corporations within Maharashtra with their approvals and permissions since 2009 as per the table below.

Table 1: Implementation statistics for 2009 - 2011

Sr. No	Academic Year	District	Tehsil	No. of Schools	No of Students	No of teachers (MV teachers)
1	2009 - 2010	Beed	Patoda	159	8288	88
			TOTAL	159	8288	88
2	2010 - 2011	Beed	Patoda	181	9940	105
			Ashti	263	18739	146
		Jalgaon	Jalgaon	46	5848	25
			TOTAL	490	34,527	276

The implementation began with a thorough process of seeking permission from the highest governing bodies in a district followed by recruitment and rigorous training of the MV teachers. Subsequent to receiving an approval letter from the Zilla Parishad granting permission to implement Mulyavardhan programme in all the primary schools of Zilla Parishad, instructions to this effect were issued to the primary school principals. Each Mulyavardhan Tehsil has an implementation wing and an administrative wing. There appears to be a top-down approach to implementation. A pre-post assessment survey of the principals, teachers, and parents was planned, but not implemented. A comparison with non-MV schools was also planned.

6. Patoda Tehsil: The present impact assessment study has been conducted on the schools in Patoda Tehsil which has been described by BJS as a backward and remote Tehsil. It has a population of 95,738 (as per the 2001 census). The number of schools where MV was implemented during 2009-10 was 159 schools with approximately 8,288 children. 88 MV teachers (Mulyavardhan teachers) were selected for implementing the programme in these schools. Additionally, there were 6 project leaders, 1 master trainer, 1 assistant director, 1 manager and 3 administrative staff. Since the start of the programme, certain MV teachers who performed exceptionally were selected to form a group of coordinators for liaising with the MV teachers and overseeing the delivery of the programme.

BJS has demonstrated operational excellence by implementing the project on such a detailed level. There are forms and processes in place to collect daily records of important developments. The pre-implementation plan for Patoda Tehsil began in March 2009 and the implementation was in place by the end of July 2009.

7. Selection and training of MV teachers: The MV teachers selected for the initial implementation in Patoda tehsil were required to have completed school education up to standard 12. Applicants who had completed higher education, for instance, university graduates or post graduates with teaching qualifications (Diploma in Education or Bachelor in Education) were also considered desirable for the post of a MV teacher. All the MV teachers selected for the initial implementation belonged to Beed district.

Each MV teacher underwent 17 days of syllabus & induction training. This was followed by 45 days of on-the-job training.

Their knowledge and skills are developed in relation to the following:

- Preparation of starting work
- Working with the principal
- Working with the teachers
- Training logistics and infrastructure.
- Creation of families, social and cultural activities
- Cooperative games theory and practice
- Theory of peace and value education from MV introduction
- Lesson practice and study of lessons
- Sponge activity practice
- Story telling skills
- Classroom discipline and management
- Blackboard work
- Evaluation of peace education
- Anti-dropout campaign
- Preparation for starting work

This is followed by 45 days of teaching practice in schools. As part of the training, the MV teachers are also taught how to maintain daily diaries to record particular incidents/observations. They are also taught how to deal with challenges related to hyper active or inactive children. Useful tips are given in classroom management; physical arrangement of the classroom, etc. As an important part of the MV programme, the MV teachers are taught ways of appealing to the parents about the importance of their children's education in an effort to reduce drop-out rates.

It should be noted that curriculum delivery is well planned/structured, innovative and follows the principles of effective training.

8. Overview of the curriculum: For the purpose of the present study, the books that were reviewed were:

- BJS - Teacher's MV teacher - Book 1 - For, Standard 1

Main learning areas: preparing children for interactive learning; politeness; kindness; cooperation; helpfulness; understanding of feelings and emotions; individual similarities and differences. Most activities include an extension in which parents could be involved. Conflict resolution; problem solving; thinking about consequences. For older students there are more stories, discussion questions, and role plays.

The teaching year ends with an annual peace celebration for children to demonstrate what they have learnt in that year via short skits, songs, speeches, etc.

Additionally, there is also an end-of-year self-evaluation by the MV teachers. They also assess changes in knowledge, attitude and skills of their students using interviews/conferences (group discussions).

- BJS - Activity book - Book 1- For Standard 1
- BJS - Teacher's MV teacher - Book 2 - For Standard 2

In addition to the topics introduced in book 1, the following new topics are included: listening skills; empathy; sharing feelings; rules and laws; positive friendships; finding positives in others; love; peace; truthfulness; patience; respect; honour and obey parents; being responsible; unity; justice and fairness; dealing with anger; global connections; taking responsibility for problem-solving; cooperation in problem-solving; problem-solving strategies.

- BJS - Activity book - Book 2 - For Standard 2
- BJS - Teacher's MV teacher - Book 3 - For Standard 3

In addition to all the previous topics, the following topics are introduced: goal setting; forgiveness; caring for the environment; protecting one's virtues; conflict resolution strategies; removing prejudices; reflective thinking and meditation.

- BJS - Activity book - Book 3 - For Standard 3
- BJS - Teacher's MV teacher - Book 4 - For Standard 4

In addition to all the previous topics, the following topics are introduced: perspective taking; listening skills; the purpose of my life; definition of peace; symbols of peace; theory of conflicts; virtues overcoming vices; caring for classroom; achieving goals; self-awareness and feedback; decisions about friendships; decision making, reducing prejudices; more conflict resolution techniques.

- BJS - Activity book - Book 4 - For Standard 4

9. Impact Assessment: Whilst the aspects related to implementation of Mulyavardhan programme are extremely well structured and established, little has been done to understand the overall impact of the programme. Anecdotal evidence suggests that the programme is a success and has been received positively by the various stakeholders; however, the nature and extent of outcomes have not been explored methodically. The current project arises out of a need to formally document the impact of the programme.

10. Benefits: A structured assessment of outcomes that have resulted from the implementation of Mulyavardhan carries several advantages:

- The project will allow Bhartiya Jain Sanghatana (BJS) to 'take stock' of the programme and objectively understand the returns on their investment.
- The final report can be used by Bhartiya Jain Sanghatana to showcase their contribution to the field of education. For instance, on a broader level, the report could be used to influence certain elements of education policy. On a micro level, in the context of Mulyavardhan, the report could be used to facilitate extension of the programme to more schools and more regions.
- The findings from the study could feed into further development of the programme and to train new MV teachers.

Finally, the impact assessment project led by academics/researchers based at the University of Cambridge, UK, will enhance the credibility of the value education programme undertaken by BJS.

Background

1. Moral education in India

The importance of moral education in schools has always been emphasized by educators, researchers, and parents. However, it is also known from observation of educational practice that implementation of moral education does not receive the same consideration as its theoretical claims. While educational institutions gear all their efforts towards enhancing children's educational attainments, they largely ignore the social and personal aspects of their students' development (Sarangapani, 2003).

The educational policies outlined by the Indian government recognise the place of educational institutions in developing an individual's moral and social character. The National Policy of 1986

....aimed to promote national progress, a sense of common citizenship and culture, and to strengthen national integration. It laid stress on the need for a radical reconstruction of the education system, to improve its quality at all stages, and gave much greater attention to science and technology, the cultivation of moral values, and a closer relation between education and the life of the people (Rao, 2001, p. 2).

The National policy of 1986 further highlighted the importance of value education:

The growing concern over the erosion of essential values and increasing cynicism in society as brought to focus the need for readjustments in the curriculum in order to make education a forceful tool for the cultivation of social and moral values. In our culturally plural society, education should foster universal and eternal values, oriented towards the unity and integration of our people. Such value education should help eliminate obscurantism, religious fanaticism, violence, superstition, and fatalism. Apart from this combative role, value education has a profound positive content, based on our heritage, national goals and universal perceptions. It should lay primary emphasis on this aspect (Rao, 2001, p. 27)

A committee was formed in 1990 to review the 1986 National Policy on Education. This committee (Rao, 2001) legitimately identified shortcomings in the Indian educational system: lack of relevance and reflections; an unquestioning acceptance of the given; gender bias in favour of boys (Govinda and Diwan. 2003). The review committee recognised further limitations: cognitive emphasis in the curriculum; irrelevant and non-contextual curriculum (Nautiyal, 1996); lecture method being the primary instruction delivery mode, which in turn discourages initiative and creativity (Sarangapani, 2003).

More detailed prescriptions regarding the methods of value education were made by the committee. These consisted of a whole-school approach, linking school life to community life, presenting moral exemplars in the form of heroes depicted in folk tales, community singing, knowledge of Indian traditions and inter-community and inter-state learning (Rao, 2001).

The Review Committee also spoke of a 'child-centered classroom' where the 'rules governing the learning process are not rigid' (p. 214), where there is 'freedom from all kinds of fears' (p. 215). However, in practise a rather different situation exists in schools and the system is still marked with some of the inadequacies mentioned above. In her anthropological study of a rural school in Northern India, Sarangapani (2003), concluded the following from her detailed observations of classroom teaching:

The teacher did not ask question in order to explore what the students were thinking...she communicated to them that it was unacceptable to bring in relevant, everyday experience or to use their language to express themselves. Their spontaneous tendencies were thus checked (p. 139)

Moreover, the questions tend to be 'closed' or 'factual' and do not stimulate higher-order thinking (Galton et al., 1989). Sarangapani (2003) also discovered a didactic and non-creative approach to moral education in her sample school. Children were asked to make resolutions about changing their behaviour.

This made it seem as though he was reciting them from memory, without comprehending what they [resolutions] meant...The impression was that what they were saying was being retrieved from memory - received knowledge - and not the result of any independent thinking (p. 144)

Individual schools have adopted some strategies to cater to the non-academic needs of their students. Their efforts are largely in line with the recommendations proposed by the National Policy on Education (Chilana and Rao, 1998; Nanda, 1997). School assemblies form an important part of value education provision, but often take the form of the school principal and teachers preaching the 'right' values to the students. Rarely have schools experimented with alternative approaches, such as free dialogue and open-questioning between the students and teachers on social, moral, personal and emotional issues. Of the 12 schools assessed by Nanda (1997) in her survey of contemporary approaches to value education in schools established by religious and spiritual groups, there was only one school in which the principal explicitly stated the benefits of independent thinking and mentioned methods adopted by their school to develop this characteristic.

Thus, while educators concede the importance of developing a strong moral character, their methods remain conventional. Assessment is another problematic area. Even the schools that have initiated efforts to develop their students' moral character, tend to adopt ambiguous or irrelevant techniques for the purposes of assessment.

If important and relevant changes in relation to moral education need to take place in school then this thinking must be developed amongst students training to be teachers so they could then translate their learning into positive action when they begin their teaching career. Mehta and Whitebread (2003) conducted a small-scale survey on 21 teacher training colleges in Karnataka to understand the place of moral education training on those institutions. On the whole, the respondents agreed that moral education was extremely necessary and the group felt that a separate 'moral education tutor' should be in charge of the subject instead of the class teachers or a particular subject teacher, for instance, history or English. The group also agreed that for moral education to have a long-term impact, it is important to involve parents in this process. The respondents believed that short-term assessment of moral education should involve observations of children to assess whether they had become more responsible, disciplined, caring, and respectful. Assessment of long-term changes, on the other hand, involved determining whether the student had become more confident and an independent thinker.

After ascertaining the views of the heads of the teacher training institutions, Mehta and Whitebread (2003) also conducted a few case studies to determine the actual situation in nine schools in Bangalore. They found that only two out of the nine schools had allocated a separate period for moral education. About half the schools in the case studies used a non-formal approach to moral education, for instance, via parent-teacher meetings or setting up a student council. Assessment consisted of either examination of knowledge in schools where moral education was a separate subject or observations by the class teacher on an ongoing basis which formed the 'character sketches' in students' report cards each term to indicate how well the student had behaved. Das (1990) also found similar approaches to assessment.

In a current situation where the purpose of value education is either misunderstood or the methods adopted to provide value education are not really meaningful (Mehta and Whitebread, 2003), Bharatiya Jain Sanghatana has initiated an extremely comprehensive approach to value education in schools. Furthermore, the method underlying the Mulyavardhan programme of BJS ensures that value education has an equally important place in the school curriculum alongside other traditional academic subjects.

2. Models of Moral Education

Theorists and researchers from different traditions or schools of psychology have proposed models of moral education based on certain underpinning principles that they recognise to be the most important in developing children's morality.

Cognitive approaches

The cognitive approaches, irrespective of the individual differences across the specific methods, are founded on the importance of reasoning and thinking skills. For instance, Lawrence Kohlberg (1987) outlined six stages within three different levels. Kohlberg

extended Piaget's theory, proposing that moral development is a continual process that occurs throughout the lifespan. These six stages are as follows:

Level 1. Pre-conventional Morality

- **Stage 1 - Obedience and Punishment**
The earliest stage of moral development is especially common in young children. At this stage, children see rules as fixed and absolute. Obeying the rules is important because it is a means to avoid punishment.
- **Stage 2 - Individualism and Exchange**
At this stage of moral development, children account for individual points of view and judge actions based on how they serve individual needs

Level 2. Conventional Morality

- **Stage 3 - Interpersonal Relationships**
Often referred to as the "good boy-good girl" orientation, this stage of moral development is focused on living up to social expectations and roles. There is an emphasis on conformity, being "nice," and consideration of how choices influence relationships.
- **Stage 4 - Maintaining Social Order**
At this stage of moral development, people begin to consider society as a whole when making judgments. The focus is on maintaining law and order by following the rules, doing one's duty and respecting authority.

Level 3. Post-conventional Morality

- **Stage 5 - Social Contract and Individual Rights**
At this stage, people begin to account for the differing values, opinions and beliefs of other people. Rules of law are important for maintaining a society, but members of the society should agree upon these standards.
- **Stage 6 - Universal Principles**
Kohlberg's final level of moral reasoning is based upon universal ethical principles and abstract reasoning. At this stage, people follow these internalized principles of justice, even if they conflict with laws and rules.

In Kohlberg's (1987) model of moral education, children are presented with moral dilemmas and are encouraged to reason through the dilemma using different perspectives and arguments. Arguably, through this process of discussion and reasoning in a group, children move from one stage of moral development to the next. Justice and fairness are important components of these moral dilemmas. However, researchers have identified flaws in Kohlberg's model. Firstly, it is not necessary that advanced moral reasoning will necessarily lead to moral action. Secondly, moral dilemmas are highly complex situations and require consideration of more than justice and fairness. Finally, Kohlberg's model is contextualised in Western philosophy of

individualistic thinking and may not transfer optimally to the more traditional and collective societies.

In keeping with the cognitive tradition, Mathew Lipman (1993) developed the concept of Philosophy for Children. This educational intervention aims to enhance children's critical thinking and reasoning skills by engaging them with stories written by Lipman. Philosophy for Children consists of a series of age appropriate stories for children as young as four years continuing up to the end of high school. Instead of discussing brief and de-contextualised moral dilemmas as in Kohlberg's model, in Philosophy for Children, students discuss a complete story with all its complexities. These discussions are driven by a series of questions following each chapter serving as prompts to stimulate children's thinking. The stories do not contain any pictures or illustrations as Lipman felt that they would interfere with students' own imaginations. Furthermore, the stories deal with a range of social, personal, and emotional variables, and not only justice and fairness as in Kohlberg's model.

While Philosophy for Children as a technique can be readily used in any setting/culture, the stories are perhaps again situated more in the Western philosophy. However, the technique could be used with any story and the rules for discussion that underpin this approach can be particularly useful.

Behavioural approaches

A major criticism of the cognitive approach is that they over-emphasize thinking in favour of action or behaviour. Moreover, development in thinking may not have a corresponding and equal impact on behaviour. Therefore, psychologists proposed social or behavioural approaches for moral education which deal directly with actions and outcomes. Psychologist Albert Bandura (1969a) developed perhaps the most influential theory of learning and development. His theory argued that people can learn new information and behaviours by watching other people. Known as observational learning (or modelling), this type of learning can be used to explain a wide variety of behaviours.

There are three core concepts at the heart of social learning theory. First is the idea that people can learn through observation. Next is the idea that internal mental states are an essential part of this process. Finally, this theory recognizes that just because something has been learned, it does not mean that it will result in a change in behaviour.

1. People can learn through observation.

Bandura identified three basic models of observational learning:

1. A live model, which involves an actual individual demonstrating or acting out a behaviour.
2. A verbal instructional model, which involves descriptions and explanations of a behaviour.

3. A symbolic model, which involves real or fictional characters displaying behaviours in books, films, television programs, or online media.

2. Mental states are important to learning.

Bandura (1969b) noted that external, environmental reinforcement was not the only factor to influence learning and behaviour. He described intrinsic reinforcement as a form of internal reward, such as pride, satisfaction, and a sense of accomplishment. This emphasis on internal thoughts and cognitions helps connect learning theories to cognitive developmental theories.

3. Learning does not necessarily lead to a change in behaviour.

Not all observed behaviours are effectively learned. Factors involving both the model and the learner can play a role in whether social learning is successful. Certain requirements and steps must also be followed. The following steps are involved in the observational learning and modelling process:

- **Attention:**
In order to learn, a child needs to be paying attention. If the model is interesting or there is a novel aspect to the situation, the child is far more likely to dedicate their full attention to learning.
- **Retention:**
The ability to store information is also an important part of the learning process.
- **Reproduction:**
Once the child has paid attention to the model and retained the information, it is time to actually perform the behaviour he/she observed. Further practice of the learned behaviour leads to improvement and skill advancement.
- **Motivation:**
Finally, in order for observational learning to be successful, the child has to be motivated to imitate the behaviour that has been modelled. Reinforcement or reward plays an important role in motivation. While experiencing these motivators can be highly effective, so can observing others' experiencing some type of reinforcement or reward. For example, if a child sees another student rewarded for being in class on time, he/she might start to arrive a few minutes early each day.

Mixed method approaches

Most schools in practise instead of grounding their moral education programmes in a single theory tend to use a 'cookbook' approach wherein they use a variety of methods such as discussions, role-modelling, stories, assemblies and so forth. Assessment of these methods is difficult in that it is not easy to attribute resulting changes or outcomes to one particular variable. An analysis of the Mulyavardhan programme suggests that the approach belongs to the mixed methods category.

3. Content versus delivery of moral education

Mehta (2005) in her research study which involved assessing the efficacy of two distinct modes of moral education found that there was a complex relationship amongst three important variables: content of the programme, the techniques used to facilitate the intervention, and the role/personality of the facilitator. For instance, a programme which was mainly targeted at improving reasoning skills ended up having a greater impact on the participants' social and interpersonal skills compared to its counterpart which focussed on social skills. It was suggested that this interesting outcome may have been the result of the technique of facilitation that underpinned the cognitive intervention. Mehta (2005) also found that the rapport between the facilitator and the participants played a key role in the success of the programme. Therefore, the MV teachers in the Mulyavardhan programme play an extremely crucial role in ensuring that the programme meets its objectives.

4. Impact assessment of moral education programmes

A literature survey was undertaken to understand the methodology applied in impact assessment of large scale interventions. Search terms including 'citizenship education', 'assessment of moral and value education', 'large scale interventions', 'survey assessment', 'character education', 'educational assessment in India', 'moral and value education in India', were used for searching various literature databases such as 'ERIC', 'BEI', 'Newton catalogue', 'Google Scholar'. Almost no article matched all the characteristics of the present study. However, a few useful studies were found that examined the methodology and challenges of impact assessment of moral education/citizenship programmes. Furthermore, there appeared to be an interesting mix of studies in terms of the conclusions they offered about the general efficacy of this kind of educational intervention.

Reiman (2009) recognises the importance of moral or character education in schools. Pike (2007) is of the opinion that while the more obvious forms of character education, such as timetabling it as a separate subject and its structured assessment, are gaining importance, the less obvious but equally important forms (such as attending to values across the curriculum and school policies) are less common. In the UK, the government launched an initiative - SEAL -Social and Emotional Aspects of Learning (Humphrey, et al. 2010), to facilitate positive changes in primary and secondary school children's behaviour, emotional intelligence, and interpersonal relationships. It is suggested that these changes will impact on a number of other areas, for instance, motivation to do well in studies, and school attendance. The SEAL programme prescribes a curriculum and related activities for each school year. Theme-based assemblies form an important component of the SEAL programme. An equally important part of the SEAL approach is to reach out to all the staff members and the parents through the use of relevant information and continuing professional development activities for teachers. There appear to be several commonalities between SEAL and the Mulyavardhan Programme initiated by BJS.

Cilliers and Herman (2010) recommend the Kirkpatrick framework for assessing the long-term impact of educational interventions. They believe that most assessment studies gather only the immediate reactions of the participants. These authors found however that by focussing on the results they were able to obtain insightful information about changes to the organisation, individual behaviour, perceived benefits to the academics and students. Kirkpatrick's model includes assessment at four levels: reaction, knowledge, behaviour, and results. In their study, Cilliers and Herman (2010) found that the positive impact of the particular educational intervention could be noted even seven years after the actual intervention. On the other hand Weber (1990), in his review of empirical studies that targeted students' ethical reasoning, found that in most cases students reported an increased awareness of ethics and improved reasoning skills, but that these changes were short lived. According to Weber (1990) inconsistencies in the research design, empirical measures and statistical analyses were responsible for these limited generalisations of the improvements. Ajwani (2007) in her evaluation of an academic programme designed to help students who were at risk of dropping out showed that the efficacy of the program was linked to several variables, for instance, the socio-economic status of the students.

Phase 1 of Mulyavardhan Impact Assessment focussed on assessment of various stakeholders' reactions to the programme; the knowledge that they have gained from their involvement with the programme, and the overall outcomes at an individual and the school level as a result of participating in the MV programme. Phase 1 comprised a large scale survey with the aim of obtaining macro views and Phase 2 will explore the knowledge, behaviour, and results in greater detail in order to identify schools with best practices that could serve as examples for the MV community of schools.

Method

1. Survey questionnaire

As part of Impact Assessment of the MV programme - Phase I, questionnaires were developed for principals, teachers, students, MV teachers, and coordinators involved in the Mulyavardhan programme. The items for each questionnaire were constructed using information in the MV documents obtained from BJS, discussions with BJS management, findings from previous studies, and from a series of meetings held within the research team. The main objective of each questionnaire was to determine the experiences of each important stakeholder in relation to different aspects of the programme. Another important aim of the survey was to understand the scope for improvement from each stakeholder's perspective. Once the questionnaires had been drafted, they were then refined by removing or rewording questions which seemed less likely to generate meaningful responses, and by incorporating instructions at the start. The feedback for revising the questionnaire was obtained as from BJS management and the data collection team, that is, the coordinators. The questionnaires were translated into Marathi by BJS and the translated versions were again checked for correctness by a Marathi speaking person at Cambridge.

The key aspects of each questionnaire were as follows:

Principals:

- Profile of the principal - education, work experience
- Were the principals currently teaching any subject and to which class?
- Challenges faced in relation to: infrastructure, timetabling, logistics
- Attitude towards the MV teacher
- Any changes observed: school-specific, class-specific, teacher-specific, children-specific
- Any changes noticed in the occurrence/frequency of disciplinary issues?
- Changes in oneself - teaching style, management style
- Changes observed in the MV teacher since the programme was first implemented
- Attitude towards Mulyavardhan programme
- Nature/extent of involvement in the programme

Teachers of Grades 1-4:

- Profile of the teacher - education, work experience
- What subjects did they teach and to which classes?
- How involved are they directly or indirectly in the programme?
- Did the MV teachers seek information/advice from them about the students, school, etc?

- Challenges faced during the programme in relation to: timetabling, students' motivation, convincing parents
- Changes they had observed in their students in relation to the key traits, characteristics that MV programme hopes to develop in the children: for example, cooperation, altruism, confidence, problem-solving, conflict resolution.
- Gender differences in the changes observed
- Had their own teaching style changed since the implementation of MV (perhaps on what they observed or heard from students or MV teachers)?
- Any feedback from the parents regarding changes in the students?
- Any school-specific changes observed since the implementation of the MV programme?

Coordinators:

- Profile of the coordinators - education, work experience
- Number of MV teachers they are responsible for
- Strengths and weaknesses of the programme
- Frequent concerns of the MV teachers / challenges faced by the MV teachers
- Differences between the schools that are more receptive to the programme versus those that are not

MV teachers:

- Profile of the respondent - new to teaching, experienced teacher, educational background, previous occupation
- Usefulness of the initial training - in relation to: delivering each curriculum area, classroom management, disciplinary issues. The degree of correspondence or mismatch between initial training and reality will be explored.
- Frequency and type of assessment - for self-evaluation of progress in knowledge, skills, and attitudes.
- Frequency and type of assessment - to record changes in students' knowledge, skills and attitudes.
- Impact of the programme on self - using some open-ended questions.
- Any change or evolution in the programme since they first started delivering it?
- If the same MV teacher is teaching multiple grades, then what is the nature and extent of differences and similarities they have observed across age groups?
- Open-ended questions in relation to positive and negative experiences during the programme?
- Suitability of the teaching methodology for different grades and age groups?
- Relative importance of the content of the programme versus the technique of delivery
- Experience of interacting with the principals, teachers, parents and other community members

- Topic based information from the MV teachers: which was the easiest topic to teach/ hardest topic to teach?
- Did the structure of the lesson plan help or hinder in implementation?
- Disciplinary issues - any change observed in the frequency and nature of these issues?

Students of grades 1-4:

- Two most favourite topics from the MV programme - children were asked to list these topics from memory
- Two least favourite topics from memory
- Two most favourite topics after going through the curriculum book
- Two least favourite topics after going through the curriculum book
- List of topics/activities that students found interesting, different, helpful
- List of activities the students engaged with during their MV sessions, for instance, role-plays, group discussions, art and craft activities, and so forth.
- Did the students prefer more of some types of activities/less of some types of activities?
- Response from the parents and siblings of the students

2. Data Collection

Coordinators, who were initially recruited as MV teachers, were responsible for data collection. These individuals were familiar with the programme and its delivery. They had experience of working with children and were familiar with the schools. A total of 16 coordinators collected data from the sample. The coordinators were extensively trained in the process of data collection by the research team. Additionally, a training manual was provided to the data collection team to ensure standardisation of the data collection process. A letter of invitation explaining the aim of the research project, scope of the questionnaire and confidentiality of responses were given to each adult respondent (principals, government teachers, MV teachers, and coordinators). See Appendices, F, G, H and I for copies of the invitations letters. The respondents' completed questionnaires were also taken as a form of consent. While collecting data from the students, the coordinators explained the aim of the survey to them and also noted the responses of the students to each survey item. The principal of each sample school was asked to notify the parents/guardians of the students about the research project. See Appendix J for a copy of the letter explaining this process to the principal.

Data anonymity: Codes were set up for each school by the research team, so that the data remained confidential and the responses could not be traced back to any individual respondent. The team at Cambridge University assigned a code to each school. The respondents and teachers while filling in the questionnaire used the school code and were not asked to provide any identification details such as their name or the school's name. The school codes were shared only with the coordinators. The BJS

team did not have access to the school names corresponding to the school codes. This was to ensure that social desirability which often plays a role in survey questionnaires was reduced and the respondents could provide honest feedback in complete confidentiality.

3. Sample

A systematic stratified sampling technique was used to identify the sample for Impact Assessment - Phase I. The total population (in this case, the 159 schools that were involved in the MV programme in Patoda Tehsil) was divided into sub-groups (school type, school size, infrastructure of the village, and literacy rate) and a representative sample was chosen from each sub-group. Furthermore, the sampling strategy was systematic, that is, it was based on organising the population in an order and then selecting samples at regular intervals from that ordered scheme. For instance, in case of ordering is based on class size, more students were selected from larger classes and fewer from smaller classes.

To begin with, infrastructure bands were created for all the MV schools in Patoda Tehsil. Each school was awarded points on the following basis:

- One point if post, telegraph and telephone facilities were available in the village
- One point if bus service was available in the village
- One point if banking service was available in the village
- One point for each school that was present in the village (i.e. if a village had 2 primary schools and 1 secondary school - 3 points were awarded)
- No points were given if the information was not available

Four infrastructure bands were created based on above the scheme

- 1- For all schools that had points greater than 5
- 2- For all schools that had points greater than 3 but less than 5
- 3- For all schools that had only 2 points (at least a bus service was available)
- 4- For all schools that had only 1 point

The following process was followed in selecting a sample of students and teachers from the original population:

1. The infrastructure-related information received from BJS was used to create bands, that is, levels 1-4, of which level 1 indicated highest infrastructure and level 4 indicated lowest infrastructure.
2. The schools were mapped onto these 4 infrastructure levels.

3. The information on the literacy rate of the villages was used to create 3 categories - level 1: good literacy (greater than 65%); level 2: OK literacy (between 40 and 64%); level 3: poor literacy (less than 40%). The schools for which the literacy information was missing were also assumed to be in the poor literacy category, that is, less than 40%.
4. Per capita income information was not used in the sampling process as the data was missing for numerous schools.
5. Based on the information provided about the total number of students in each school, four bands were created for school size (schools with over 100 students; schools with 50-99 students; schools with 20-49 students; schools with less than 20 students).

Correlation analysis was carried out to verify if there was a relationship between the school size and the other factors (infrastructure and literacy rate). The analysis showed a positive relationship between school size and the other factors.

Finally, 40 schools representing a combination of the above mentioned categories were selected as the sample schools.

Data was collected from 600 students of grades 1-4 from these schools.

All the class teachers of grades 1-4 from these 40 schools were invited to participate in the survey.

With regard to the principals, it was decided to collect data from the entire group of principals, that is, from all the 139 schools.

Similarly, with regard to the MV teachers, it was decided to collect data from the entire set of MV teachers.

All the 16 coordinators responded to the survey constructed for their group.

4. Data Analysis

The questionnaires comprised a combination of closed-ended questions in the form of rating scales and multiple options. The questionnaires also consisted of a few open-ended questions. The responses to these questions were analysed quantitatively and qualitatively. The quantitative analyses consisted mainly of descriptive statistics and tests of significance to determine differences between groups. The qualitative analyses included collating free-text responses into themes and categories.

Principals - Results and Discussion

Summary of key findings

1. A total of 136 principals of schools in Patoda Tehsil responded to the survey questionnaire. The data related to the profile of the principals showed that about 40% of the principals were in the age group of 31-40 years at the time of completing the survey, and a large majority of the principals were female.
2. A majority of the principals had been in their current role at their respective school for 3 years or less. This has important implications for the success of the Mulyavardhan programme and for school effectiveness on the whole.
3. In terms of their involvement in the MV programme, half of the principals claimed that they were spending an hour each day on the programme. The validity of this claim is questionable.
4. The principals appear to have diverse experiences in terms of trying to accommodate the MV sessions in their school time table.
5. The principals on the whole held very positive views about the MV teacher at their school and about the MV programme.
6. Some principals indicated that the programme had resulted in a positive impact on their teaching and management style. Similarly, the principals also felt that the programme had a positive impact on the teachers at their school.
7. In terms of impact on the students, the principals generally agreed that the disciplinary issues had reduced. However, the data on the whole did not indicate any significant impact on the drop-out rate.
8. In their open-ended responses, the principals mentioned a range of areas where they had experienced or observed changes at their school since the start of the MV programme. Improved interpersonal relations amongst the students was the most frequently occurring response in this area.
9. The principals provided a variety of suggestions for improving the MV programme. Several principals indicated that the programme would benefit from allocation of one MV teacher per school and greater involvement of the MV teacher. They also mentioned that the content of the programme should be adapted to include more relevant aspects that the children will identify with. Furthermore, the principals suggested that parents should be included in the programme.

Introduction

A survey questionnaire was constructed for the principals whose schools were participating in the Mulyavardhan programme. The data was collected from a total of 136 principals. Of this group, 40 principals belonged to the schools which formed the main sample for this impact assessment study, that is, Group 1. The remaining 96 principals were from the schools in Patoda Tehsil that had also been involved in the Mulyavardhan programme from the start, but were not part of the selected sample for the overall impact assessment study, that is, Group 2. A non-parametric test of significance, the Mann-Whitney U, test was carried out on the data of the two groups of principals. The results indicated that there were no significant differences in the responses of the two groups, that is, the data was comparable. Therefore, in this chapter, the results of the entire set of 136 principals will be considered as a whole. It is also noted that instead of a t-test, a non-parametric equivalent was used to assess the comparability of the data because the responses of the two groups did not follow a normal distribution across all items and therefore, did not meet the conditions required to carry out a parametric t-test.

The survey questionnaire for the principals was used to collect information related to: their profile; their involvement with the Mulyavardhan programme; their views on different aspects related to the programme (through a series of likert-scale items); and their open-ended views on the changes observed and suggestions for improvement. Refer Appendix A for a copy of the questionnaire.

1. Profile of the principals

Figure 2 shows the distribution of the principals across the different age groups. Two principals did not provide their age group data. Of the responding principals, it can be seen that about 40% of the principals belonged to the age group 31-40 years at the time of responding to the survey. 25% of the principals were in the age group 20-30 years; and about 21% were in the age group 41-50 years. The age group of over 50 years consisted of about 12% of the principals.

Figure 2: Age group of the principals

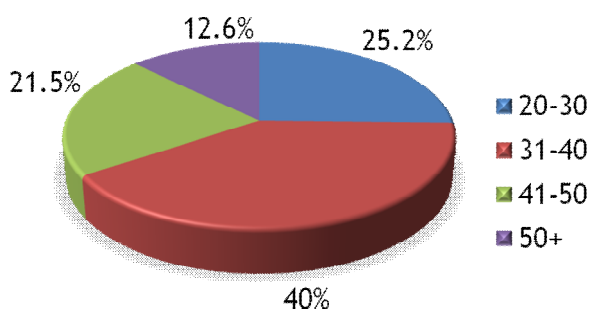


Figure 3 shows the gender of the respondents. Out of the total group of 136 principals, gender-related information was not available for eight. Of the responding principals, the majority (109) were female and the remaining (19) were male.

Figure 3: Gender of the principals

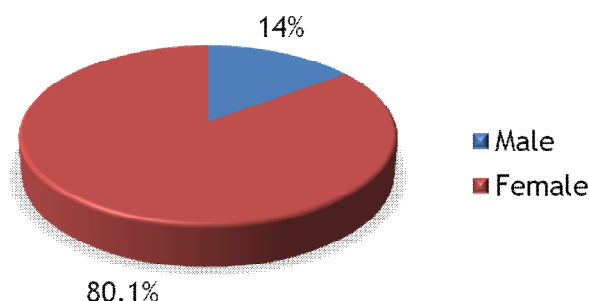


Figure 4 shows the number of years the principals had been in their current role at their school. The results indicate that the majority (63%) of the respondents had been principals in their school between 0 and 3 years. This is an extremely interesting finding and one needs to explore why the large majority of the principals have been at their respective schools for such a short period of time. In terms of school effectiveness a principal would need to be at a school for a reasonable period of time before they can really start being effective. From the perspective of the implementation of the Mulyavardhan programme, if the turnover of principals in the target schools is indeed this quick, then each time a principal changes, the MV administration will need to re-start the process explaining the value and importance of the MV programme to the principal. Furthermore, the principal might perhaps be initially more occupied with other aspects of school administration and might not have the time to fully engage with the MV programme.

Figure 4: The length of time the principals had spent at their current school

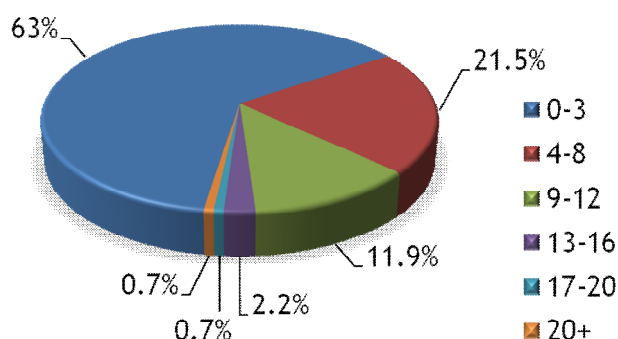


Figure 5 shows the total teaching experience of the principals. The data indicates that the teaching experience of this group is fairly evenly distributed across the different bands.

Figure 5: Total teaching experience of the principals

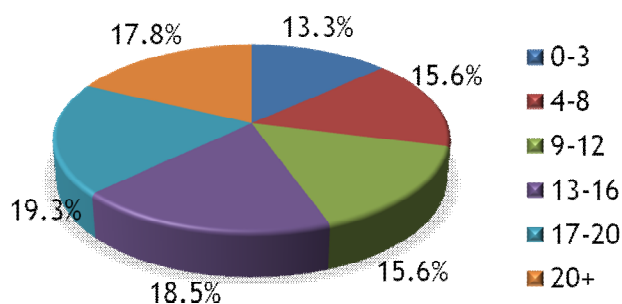


Table 2: Teaching responsibilities of the principals

Subject	Number of principals teaching the subject	Grades to which the subject is taught
Mathematics	126	1-4
Science	94	1-4
Social studies	91	1-4
Languages	46	1-4
Other	77	1-4

The data above indicates that the principals taught a variety of subjects mainly to students in classes 1 to 4. There were a few principals whose teaching responsibility extended to classes 5, 6 and 7 also.

2. Principals' involvement in the Mulyavardhan programme

In the survey, the principals could choose the most relevant of the four options provided to indicate their level of involvement in the Mulyavardhan programme.

Table 3: Principals' involvement in the MV programme

Involvement in the programme	Number of principals who chose this option (N=134)	Percentage
One hour per day	67	50
One hour per week	43	32
One hour per month	6	4.5
Would like to be more involved but the schedule does not permit	18	13.5

The results in Table 3 show that half of the respondents claimed to spend one hour per day on the programme. This suggests a very high level of involvement by the principals. About a third of the principals stated that they spend an hour each week on the programme. A few principals said they would like to be more involved in the programme, but their schedule did not permit it. They elaborated on this by providing some additional comments, for instance, one principal said, “have to take multiple classes and engaged in other general school work, so can’t give much time.”

3. Principals' views about the Mulyavardhan programme

A list of 15 items about different aspects of the Mulyavardhan programme were included in the questionnaire and the principals were asked to respond to each of those items on a 5-point scale, where, 1=strongly agree; 2=agree; 3=neither agree nor disagree; 4=disagree; 5=strongly disagree. Some items were positively worded, so lower scores on these items meant that those aspects of the programme were viewed favourably or were being successful. Additionally, some items were worded negatively and lower scores on those items meant that the respondents were viewing those aspects unfavourably or those aspects were not successful in terms of their impact.

Table 4 lists the 15 items along with the mean score each item received based on the responses of 135 principals. The standard deviation has also been calculated to determine the extent of deviation from the mean or to indicate the spread of responses. The items whose standard deviation is more than 1.0, are those where the principals' responses have a larger spread, that is, their views are more diverse in relation to those topics.

Table 4: Principals' views about the MV programme

Sl. No.	Aspect of the programme	Positive or negative orientation	Mean score	Overall opinion of the group	Standard deviation
1	Timetabling of MV was difficult	Negative	3.15	Neither agree nor disagree	1.2
2	Infrastructure of the class was adequate for hosting MV	Positive	2.18	Agree	1.0
3	Infrastructure of the class had to be updated for hosting MV	Negative	2.63	Neither agree nor disagree	1.1
4	MV teacher does not understand the school culture	Negative	4.13	Disagree	1.0
5	MV teacher gets along well with other teachers	Positive	1.41	Strongly agree	0.6
6	MV teacher provides regular updates about the impact to me	Positive	1.88	Agree	0.9
7	MV teacher is an effective facilitator	Positive	1.76	Agree	0.7
8	I don't think this is a worthwhile programme	Negative	4.16	Disagree	0.8
9	My teaching style has changed because of MV programme	Positive	2.50	Agree	1.0
10	My management style has changed because of MV programme	Positive	2.51	Neither agree nor disagree	1.0
11	MV programme has a positive impact on the disciplinary problems	Positive	2.13	Agree	0.9
12	MV programme has had no impact on the drop out rate	Negative	3.27	Neither agree nor disagree	1.2
13	School attendance has improved	Positive	2.29	Agree	1.0
14	I have noticed positive changes in other teachers	Positive	2.37	Agree	1.0
15	The teachers tend to complain about MV sessions	Negative	3.16	Neither agree nor disagree	1.1

Note: The overall opinion of the group is based on the mean scores as follows: 1.00 to 1.50 = strongly agree; 1.51 to 2.50 = agree; 2.51 to 3.5 = neither agree nor disagree; 3.51 to 4.50 = disagree; 4.51 to 5.00 = strongly disagree

Timetabling of MV was difficult

The mean score for this item is 3.15 which means that on the whole the principals neither agree nor disagree with this aspect. Although, the range for this item is quite large, this shows that the experience of timetabling of MV sessions was very diverse for this set of schools.

Infrastructure of the class

The principals were given two items in relation to whether they felt the infrastructure of the class was sufficient for the Mulyavardhan programme. Their responses indicate some contradiction in that they seem to generally agree that the *'infrastructure of the class was adequate for hosting MV'* (mean score = 2.18), and they neither agreed nor disagreed that the *'infrastructure of the class had to be updated for hosting MV'* (mean score = 2.63).

Views about the MV teacher

The principals on the whole appear to hold a high opinion of the MV teachers in their school. They disagree with the statement *'MV teacher does not understand the school culture'* (mean score = 4.13). On the other hand, they strongly agree that the *'MV teacher gets along well with other teachers'* (mean score = 1.41). They also agree that the *'MV teacher provides regular updates about the impact to the principals'* (mean score = 1.88); and they believe that the *'MV teacher is an effective facilitator'* (mean score = 1.76).

Overall view about the programme

This group of principals on the whole believed in the programme as they disagreed with the statement *'I don't think this is a worthwhile programme'* (mean score = 4.16).

Impact on self

The principals were asked to evaluate whether their own *'teaching style'* and *'management style'* had changed as a result of the Mulyavardhan programme. The mean scores of 2.50 and 2.51 indicate that they seem to agree that the programme has had some impact on their professional competence. However, the standard deviation for these items is high indicating that there is a large diversity in responses with some principals indicating a definite positive impact on their professional competence to other who neither agreed nor disagreed with this aspect.

Impact on students

The principals seem to generally agree that the Mulyavardhan programme has had a positive impact on '*disciplinary problems*' (mean score = 2.13) and '*improvement in school attendance*' (mean score = 2.29). However, they seem to neither agree nor disagree on whether the '*programme has had no impact on the drop out rate*' (mean score = 3.27). The standard deviation for the item relating to the drop out rate is high indicating that some schools definitely experienced a positive outcome in this area while others experienced no benefit at all. However, it is important to note that drop out occurs more after grade 4 and this impact assessment was conducted on grades 1-4, there it too early to draw a conclusion on the drop out rate.

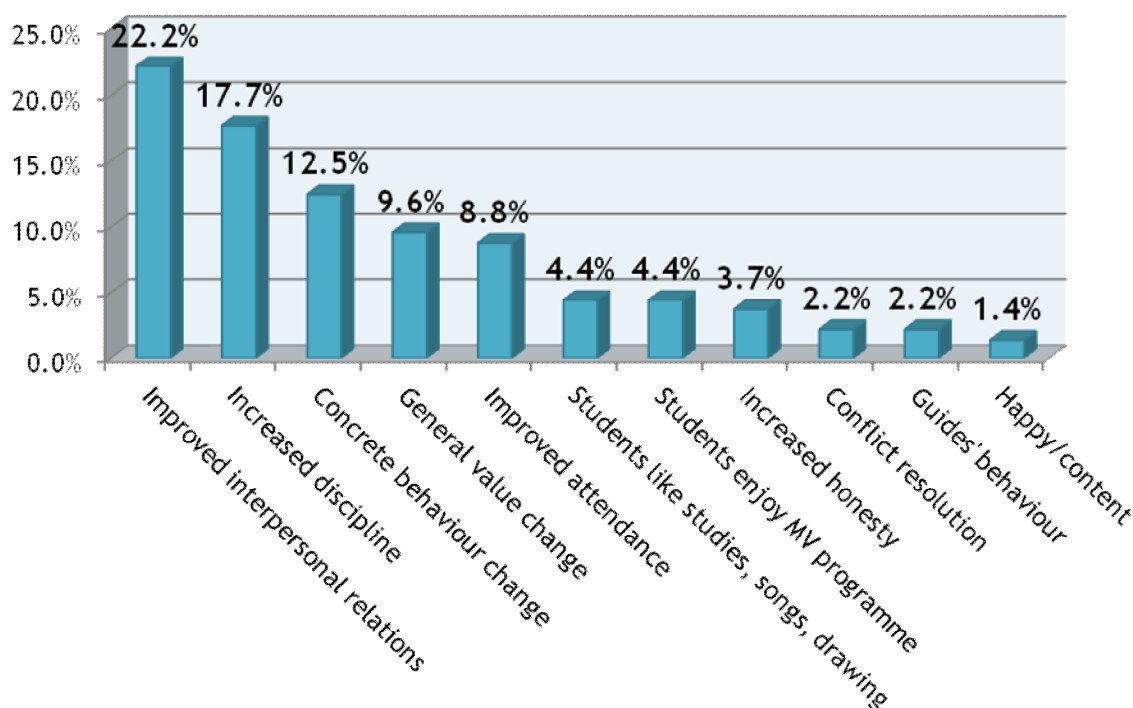
Impact on teachers

In the principals' opinion, there have been some positive changes amongst the teachers in their school since the start of the Mulyavardhan programme (mean score = 2.37). Furthermore, they appear to neither agree nor disagree with the statement that 'the teachers tend to complain about MV sessions' (mean score = 3.16). A standard deviation of 1.1 related to the item about the complaints from teachers shows that in some schools the principals did receive complaints from teachers whereas in others the principals did not receive similar complaints from their teachers.

4. The biggest change that the principals have experienced/noticed since the implementation of the Mulyavardhan programme

In an open-ended question in the survey, the principals were asked to mention the biggest change they had observed or experienced in relation to the Mulyavardhan programme. Eight out of 135 (6%) of the principals did not mention any change as a result of the MV programme and another six principals mentioned a variety of changes which could not be categorised in the themes listed in the graph below and were categorised as 'other'. Among the responses of the remaining 121 principals there was sufficient homogeneity so that the answers could be collated into a few broader themes. Each open-ended response was categorised into its relevant theme depending on the content. Figure 6 shows the distribution of the responses across the different themes.

Figure 6: The biggest change experienced/observed by the principals in relation to the MV programme



The most frequently occurring category of change as indicated by 22.2% of the principals' responses was 'improved interpersonal relations'. A few representative responses provided by the principals which included this category are as follows:

"A cooperative attitude has developed amongst the students. A feeling of affection & closeness is seen."

"Due to implementation of Mulyavardhan feeling of cooperation is developed. Students are helping each other."

"Due to Mulyavardhan implementation change is noticed in students' behaviour and interpersonal relationship."

Approximately, 18% of the principals mentioned a 'discipline-related' change as a result of the Mulyavardhan programme. For instance, according to one principal:

"Students show a well disciplined behaviour in the school campus. While playing games they follow rules."

While a large majority of the principals explained the changes resulting from the programme in general terms, about 13% of the principals provided a concrete example of some positive change they had observed or experienced. Given below are a few examples that illustrate this aspect:

"Students remove their foot wears and keep it in line and also follow instructions."

“Students have started depositing lost-found things with teacher.”

“Students keep on waving their hands till the teacher and MV teacher are in their sight after the school is over. Proximity and affection is thus developed.”

“Two kids of pre primary schools were quarrelling & other children from primary school tried to resolve the issue & made them sit quiet.”

Around 10% of the principals listed a general value that they had observed in the students since the implementation of the Mulyavardhan programme. For instance, principals mentioned aspects such as ‘respect’, ‘peace’ and ‘obedience’ in their responses.

Around 9% of the principals explained that the programme had a direct positive impact on either the drop out rate in their school or on absenteeism. They indicated that more students had started attending school more regularly and also arrived on time.

Just under 5% of the principals said they found that their students had started enjoying activities such as singing and drawing more since the programme started in their school. A similar percentage of principals said that the biggest change they found amongst their students was an interest in the programme itself.

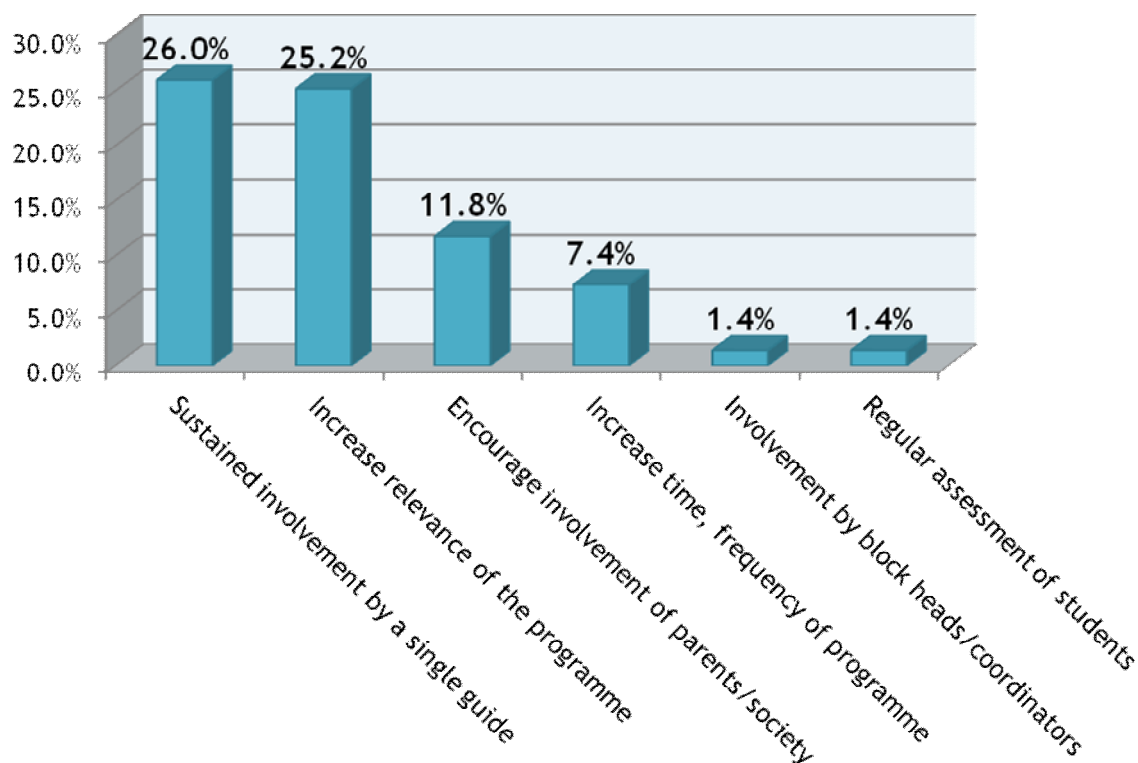
The remainder of the principals who mentioned a change resulting from the Mulyavardhan programme indicated that their students had become better at ‘conflict resolution’; the children seemed ‘happier and contented’; or had become more ‘truthful’.

A few principals (approximately 2%) mentioned an aspect related to the MV teacher who was delivering the programme in their school. For instance, a principal said:

“MV teacher’s timeliness is worth admiration and encouraging.”

5. Main suggestions given by the principals for improving the Mulyavardhan programme

To the final question in the survey, the principals were asked to indicate a way in which the programme could be improved. This was an open-ended item. There was sufficient homogeneity in the responses so that the answers could be collated into some broader themes. Each open-ended response was categorised into its relevant theme depending on the content. About 15% of the principals’ (20 out of 135 principals) responses could not be categorised into any of the themes. Additionally, these ‘other’ responses had no obvious relation to the programme. A further 12% (16 out of 135 principals) of the principals indicated that they had no suggestions to improve the Mulyavardhan programme. Figure 7 shows the distribution of the responses of the remaining 99 principals across the different themes.

Figure 7: Main suggestions given by the principals to improve the MV programme

As seen from Figure 7, about a quarter of the principals suggested an improvement in the programme in relation to ‘increasing its relevance for their students’. Another quarter of the principals proposed having ‘one MV teacher per school and great involvement by the MV teacher’. Given below are illustrative responses of the categories listed in the graph.

Increased relevance of the programme:

“Include some part from the school syllabus in the MV books.”

“Some games based on stories & some more songs can be included in order to make it more successful.”

“The MV syllabus could reflect the social & cultural flavour.”

“Mulyavardhan syllabus & school curriculum should be correlated & taught to get maximum benefit.”

“Instead of written activity for 1st & 2nd it is advisable that other activities should be performed and experiential learning and moral stories.”

“To increase patriotism examples of leaders should be quoted.”

Sustained involvement by a single MV teacher:

“It is necessary that the MV teacher is available at the school the whole day.”

“One MV teacher could be allotted to one school for the whole day for the whole academic year.”

“One school should have one MV teacher from 1-7th grade.”

Encourage involvement of parents/society:

“Frequent meetings with parents could be arranged & they could be briefed about the expanse of MV.”

“Increase parents meetings in presence of officials.”

“Attention is focused on factor named “student”. Teacher, parents and guardians are other factors which need attention.”

“Every value cannot be taught inside the four walls; actual life experiences are required to be given.”

Increase time / frequency of the programme:

“For continuity in Mulyavardhan program it should be implemented regularly. Because of alternate day implementation it is evident that the enthusiasm is reduced.”

We have Mulyavardhan program every alternate day we want it daily¹.

“Give more time & include it in regular curriculum (syllabus).”

Involvement by bloc heads / coordinators:

“The supervisors & block head coordinators could frequently visit the schools & note the observations.”

Regular assessment of students:

“To upgrade the program, each child should be assessed every quarter.”

“Evaluation of all students to be done.”

¹ BJS has provided clarification that the MV programme is implemented in most schools every day. However, there are a few exceptions to this: a) one MV teacher is dedicated for the whole day to a large school, b) in case of smaller schools, a MV teacher facilitates the MV sessions in grades 1-4 and then proceeds to another school in the same day, c) in some cases (with 68 schools), the schools are located at large distances from one another, so in these schools the MV teachers and principals decided that they would take two MV sessions in a day (covering two lessons instead of one) and follow the same the next day in another school. However, the total time devoted to the MV sessions is exactly the same in all the schools irrespective of these slight differences in the structure of implementation.

Discussion

The principals in this study belonged to the first set of schools that were chosen to participate in the Mulyavardhan programme. Their views are extremely important as their experiences of accommodating a new programme in their school can provide useful information for future schools that might become a part of the MV programme. On the whole, the principals agree that the MV programme is important and beneficial. However, it should also be acknowledged that the principals did not really have a say in whether the programme should be implemented in their school. Therefore, this wide acceptance of the programme as indicated by the survey data might be a passive one. **It would be interesting to corroborate the views emerging from this survey data with some detailed follow-up interviews with a smaller sample of principals.**

A notable finding of the survey in relation to the principals' profile is that the majority of the principals have spent three years or less at their school. However, this aspect falls outside the scope of BJS policies as the appointment of principals and the length of time they spend at a certain school is regulated by the government.

A large number of principals claimed that they were spending an hour per day on the programme. This finding is both surprising and perhaps less than accurate. A possible explanation for this pattern of response might be that the principals wanted to portray themselves as being truly committed to the programme. On the other hand, if these principals are actually spending so much time each day on the programme, which is essentially the main responsibility of the MV teacher, then it points to some inefficiencies in those schools. It is important to note that BJS stated explicitly in their MoU with each school that the principal would only oversee the programme periodically, but would not invest any further time on the programme. Therefore, if some principals were indeed spending more time on the programme then they might have chosen to do so at their own discretion. **A case study involving a few of these schools will shed further light on the actual practise of the principals.**

The principals' responses to the likert-items related to different aspects of the programme indicated that on the whole the programme was a success and had resulted in positive outcomes for themselves, the teachers, and the students. The principals listed a variety of changes they had observed amongst the students and of these; an improvement in interpersonal relations was mentioned the most frequently.

In terms of the suggestions made for improving the programme, the principals felt that they would benefit from having a MV teacher exclusively dedicated to their school. Furthermore, they also felt that content of the MV syllabus needs to be modified to make it more relevant to their students. This suggestion also emerged from the coordinators' responses. **As a next step, it would be important to explore this suggestion in detail and review the specific changes that need to be made to the content.**

Government Teachers - Results and Discussion

Summary of key findings

1. A total of 59 government teachers from 32 schools responded to the survey. The profile information showed that about half the teachers were in the age group of 31-40 years at the time of completing the survey, and just over half of them were female.
2. Several government teachers mentioned that they spent an hour per day on the MV programme. This claim may or may not be accurate and further work needs to be done to explore the nature and extent of time the teachers are devoting to this programme.
3. The government teachers as group believe that the MV programme is worthwhile and also held positive views about the MV teacher at their schools. Some teachers indicated that the programme had a positive impact on their teaching style.
4. The programme appears not to have made an impact on the school drop-out rate, although the government teachers generally agreed that their class attendance had improved.
5. In terms of other impact on students, the government teachers also felt that their students had improved at problems-solving, that they had become more disciplined, cooperative, and confident. These aspects also emerged in the government teachers' responses to the open-ended item about the biggest change they had observed since the programme had started.
6. The teachers presented a variety of valuable suggestions for improving the programme. For instance, several government teachers said they wanted to see changes in the MV content to increase its relevance for their students. They also requested that each school be allocated a single MV teacher and that there needs to be better planning and coordination of the activities.

Introduction

A survey questionnaire was constructed for the government teachers of grades 1 to 4 whose students were participating in the Mulyavardhan programme. A total of 59 government teachers at 32 schools responded to the survey. The survey was used to collect information related to their profile; their involvement with the programme; their views on different aspects related to the programme (through a series of likert-scale items); and their open-ended views on the changes observed and suggestions for improvement. Refer Appendix B for a copy of the questionnaire

1. Profile of the government teachers

Figure 8 shows the distribution of the government teachers across different age groups. 58 out of the 59 teachers responded to the question about their age group. The data shows that just under 50% of the respondents were in the age group 31-40 years. About 20% of the government teachers belonged to the age group 41-50 years, and a little less than 30% of the government teachers were in the age group of 20-30 years at the time of completing the survey.

Figure 8: Age group of the government teachers

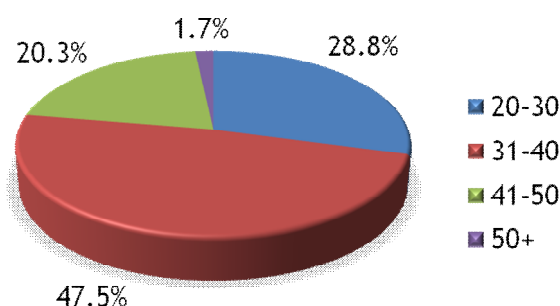


Figure 9 shows the gender of the respondents. 56 out of 59 government teachers responded to the question about their gender. The data shows that of the responding government teachers, over 50% were female and about 40% were male.

Figure 9: Gender of the government teachers

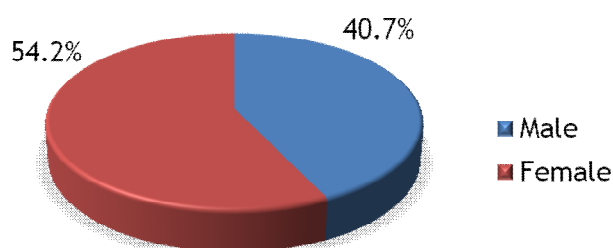


Figure 10 shows the number of years the government teachers had been in their current role at their respective school. The data shows that the majority of the respondents had taught at their school between 4 and 8 years. Several government teachers had spent 3 years or less with their school. A few government teachers had been with their school for 9 to 12 years, and only very few had spent longer than 12 years at their school.

Figure 10: The length of time the government teachers had been teaching in their current school

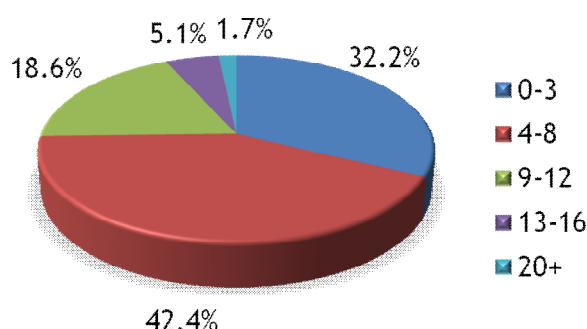


Figure 11 shows the total teaching experience of the government teachers. The data indicates that 4-8 years of experience was common to about 38% of the respondents.

Figure 11: Total teaching experience of the government teachers

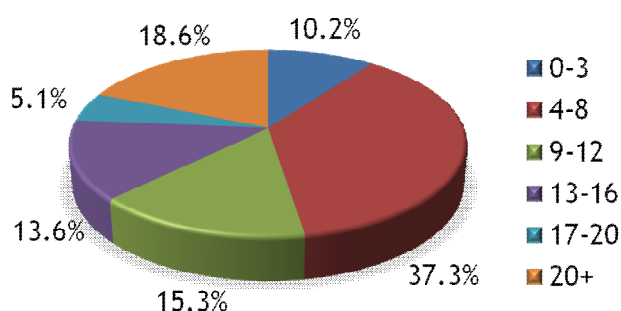


Table 5: Teaching responsibilities of the government teachers

Subject	Number of government teachers teaching this subject	To grades
Mathematics	58	1-4
Science	40	1-4
Social studies	37	1-4
Languages	58	1-4
Other	39	1-4

The data shows that the government teachers taught a variety of subjects to grades 1 to 4. There were a few government teachers whose teaching responsibility extended to grade 5 also.

2. Government teachers' involvement in the Mulyavardhan programme

In the survey, the government teachers could choose the most relevant of the four options provided to indicate their level of involvement in the Mulyavardhan programme. They could also choose 'other' and then provide further details. Table 6 shows the responses in relation to this aspect.

Table 6: Government teachers' involvement in the Mulyavardhan programme

Involvement in the programme	Number of government teachers who chose this option (N=59)	Percentage
One hour per day	26	44.1
One hour per week	17	28.8
One hour per month	4	6.8
Would like to be more involved, but the schedule does not permit	10	16.9
Other	2	3.4

The results in Table 6 show that a little less than half of the respondents claim to be spending one hour per day on the programme. This points to a very high level of involvement by the government teachers in the programme. However, the validity of this claim is questionable and might have been influenced by certain assumptions and expectations. About a third of the government teachers stated that they spent one hour per week on the programme which might be a more realistic claim. Several government teachers also said that they would like to be more involved, but their schedule did not permit it. The two government teachers who chose the option 'other' claimed that they were spending four hours per week on the programme. Both these government teachers belong to the same school. If this is in fact the case, it is worth exploring the reasons for this situation because government teachers should ideally not be required to spend so much time on an additional programme in the curriculum which is not their main responsibility. It is also important to note that as per the MoU with BJS, the government teachers are not required to invest any time in the programme, therefore if some teachers are indeed spending time on the programme, they have chosen to do so at their discretion.

A couple of government teachers elaborated by providing additional comments in relation to their involvement in the programme:

"I am too busy with the classes, so cannot give any time."

"Regularly, any time, excluding class time."

3. Government teachers' views about the Mulyavardhan programme

A list of 20 items relating to different aspects of the programme were included in the survey and the teachers were asked to respond to each of those items on a 5-point scale, where, 1=strongly agree; 2=agree; 3=neither agree nor disagree; 4=disagree; 5=strongly disagree. Some items were positively worded, so lower scores on these items meant that those aspects of the programme were viewed favourably or were successful. Additionally, some items were worded negatively and lower scores on those items meant that the respondents were viewing those aspects unfavourably or those aspects were not successful in terms of their impact.

Table 7 lists the 20 items along with the mean score each items received based on the responses of 39 government teachers. The standard deviation has also been calculated to determine the extent of deviation from the mean or to indicate the spread of responses. The items whose standard deviation is more than 1.0, are those where the teachers' responses have a larger spread, that is, their views are more diverse in relation to topics.

Table 7: Government teachers' views about the Mulyavardhan programme

Sl. No	Aspect of the programme	Positive or negative orientation	Mean score	Overall opinion of the group	Standard deviation
1	Timetabling of MV was difficult	Negative	3.15	Neither agree nor disagree	1.3
2	Infrastructure of the class was adequate for hosting MV	Positive	1.93	Agree	0.9
3	Infrastructure of the class had to be updated for hosting MV	Negative	2.90	Neither agree nor disagree	1.3
4	The MV teacher does not understand the school culture	Negative	4.0	Disagree	0.8
5	The MV teacher gets along well with me	Positive	1.59	Agree	0.8
6	The MV teacher provides regular updates about the impact to me	Positive	2.03	Agree	1.0
7	The MV teacher is an effective facilitator	Positive	2.03	Agree	1.0
8	Before implementing the MV programme, the MV teacher came to me for more information	Positive	2.05	Agree	1.0
9	My teaching style has changed because of the MV programme	Positive	2.75	Neither agree nor disagree	1.2
10	I don't think this is a worthwhile programme	Negative	4.10	Disagree	0.9

11	MV programme has had a positive impact on the disciplinary problems	Positive	2.37	Agree	0.9
12	MV programme has had no impact on the drop out rate	Negative	3.24	Neither agree nor disagree	1.1
13	My class attendance has improved	Positive	2.56	Neither agree nor disagree	1.1
14	My students have become better at problem solving and conflict resolution	Positive	2.29	Agree	1.0
15	My students have become more cooperative	Positive	2.02	Agree	0.7
16	My students have become more confident	Positive	2.14	Agree	0.8
17	MV program has had more impact on girls than boys	N/A	2.31	Agree	1.2
18	MV program has had more impact on the boys than girls	N/A	2.86	Neither agree nor disagree	1.2
19	Parents often come to me with feedback on their children	Positive	2.97	Neither agree nor disagree	1.1
20	Parents rarely come to me with feedback on their children	Negative	3.19	Neither agree nor disagree	0.9

Note: The overall opinion of the group is based on the mean scores as follows: 1.00 to 1.50 = strongly agree; 1.51 to 2.50 = agree; 2.51 to 3.5 = neither agree nor disagree; 3.51 to 4.50 = disagree; 4.51 to 5.00 = strongly disagree

Timetabling of MV was difficult

The mean score for this item was 3.15 which means that on the whole the teachers neither agreed nor disagreed with this aspect. Although, the range of responses for this item is quite varied with some government teachers agreeing with this issue and others strongly disagreeing with it.

Infrastructure of the class

The government teachers were given two items in relation to whether they felt that the infrastructure of the class was sufficient for the Mulyavardhan programme. Their responses indicate some contradiction in their views in that they seem to generally agree that the infrastructure of the class was adequate, but also tend to neither agree nor disagree that the infrastructure had to be updated. This shows that some government teachers strongly agreed with this aspect, while other strongly disagreed, depending on the circumstances at their respective schools.

Views about the MV teacher

The government teachers on the whole appear to hold a high opinion of the MV teacher facilitating the MV programme at their school. They disagreed with the statement '*the MV teacher does not understand the school culture*' (mean score = 4). On the other hand, they agreed that the MV teacher got along well with them (mean score = 1.59). They also agreed that the MV teacher gave them regular updates about the programme (mean score = 2.03) and that he/she is an effective facilitator (mean score = 2.03). The most encouraging response was in relation to the item '*before implementing the MV programme, the MV teacher came to me for more information*' with which the teachers generally agreed (mean score = 2.05). This indicates the MV teachers' attempt to involve the teachers in the programme.

Overall view of the programme

This group of government teachers on the whole believe in the Mulyavardhan programme as they disagreed with the statement '*I don't think this is a worthwhile programme*' (mean score = 4.10).

Impact on self

The government teachers on the whole neither agreed nor disagreed that their teaching style had changed as a result of the MV programme. However, the range of responses is quite varied in this aspect indicating agreement to disagreement on this issue.

Impact on drop-out rate and class attendance

The government teachers were asked for their views on the impact on drop-out rate and class attendance. The government teachers neither agree nor disagree about a

change in the drop-out rate (mean score = 3.24), and they also hold the same view in relation to an improvement in their class attendance (mean score = 2.29).

Impact on students

The government teachers provided their views on how the Mulyavardhan programme has had an impact on their students. Their responses show that on the whole they agree that the disciplinary issues have reduced (mean score = 2.37); students' problem-solving and conflict resolution capability has improved (mean score = 2.29); students have become more cooperative (mean score = 2.02); and the students have also become more confident (mean score = 2.14).

Gender differences in relation to impact

The government teachers teaching in co-education schools were asked if they found a gender difference in relation to the impact of the programme. The government teachers tended to agree with the statement, '*MV programme has had more impact on girls than boys*' (mean score = 2.31) and neither agreed nor disagreed with the statement, '*MV programme has had more impact on boys than girls*' (mean score = 2.86)

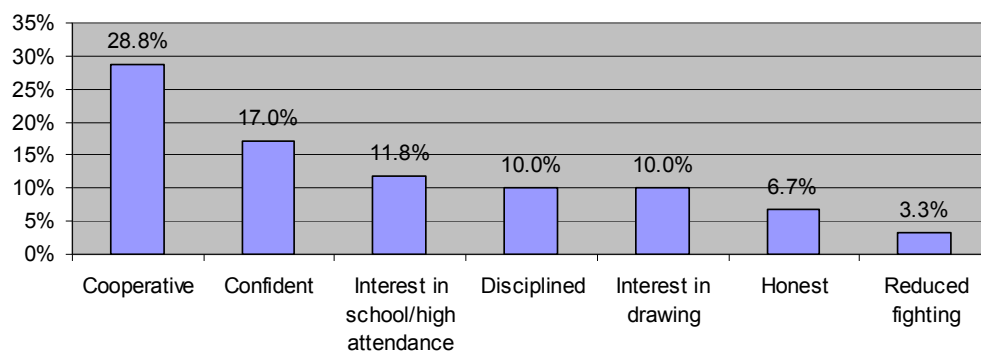
Feedback from parents

The government teachers were asked about the extent of feedback they received from the parents. The responses tend to indicate that on the whole the parents did not really interact with the government teachers regarding feedback on their children.

4. The biggest change that the government teachers have experienced/noticed since the implementation of the Mulyavardhan programme

In an open-ended question in the survey, the government teachers were asked to explain the biggest change that they had observed or experienced in relation to the Mulyavardhan programme. There was sufficient homogeneity in the responses, so that the answers could be collated into broader themes. Each open-ended response was categorised into its relevant theme depending on the content. Figure 12 shows the distribution of the responses across the themes.

Figure 12: The biggest change experienced/observed by the government teachers in relation to the MV programme



Of the 59 government teachers, five were of the opinion that there was no change as a result of the Mulyavardhan programme. For instance, one government teacher mentioned the following:

“No specific change in the behaviour noticed. But students are attracted towards the MV classes as no home work is given, no serious study is involved & the classes are enjoyable.”

Another teacher was of a similar opinion,

“No specific change observed due to implementation of MV program. It is the story sessions, songs and games sessions that has created the bond of affection between the MV teachers and the students.”

The remaining 54 government teachers mentioned a change related to the programme. Their responses were categorised into the themes listed in Figure 13. Responses provided by two out of these 54 government teachers did not fit into any of the listed categories and were coded as ‘other’. For instance, according to one government teacher,

“A gradual positive behavioural change is seen in children. They seem to be conscious about the social issues.”

The most frequently occurring category of change as indicated by about 29% of the teachers was increased cooperation amongst their students. Some representative responses provided by the government teachers which included this category are as follows:

“Students have started understanding what is meant by Values. They have started understanding the principles behind Cooperative games & have started understanding

how to interact with others in a proper manner. They are becoming more cooperative.”

“The students cooperate with their class mates. They have started respecting the elders and obeying their teachers. They cooperate to keep the class clean. If they find anything that doesn’t belong to them, they return it back to the class teacher.”

About 17% of the government teachers mentioned that their students had become more confident since the implementation of the Mulyavardhan programme.

“The shy students can now talk in front of others boldly. They seem to be confident. They are getting a chance to show their hidden talents.”

Several government teachers (11% of the respondents) felt that since the programme had started, their students had started more interest in attending school and they had noticed the attendance go up. However, not all government teachers were convinced that the interest of the students in school had generalised beyond the MV sessions. Here is a range of responses provided by the teachers in relation to this aspect:

“The students have started attending the school regularly, but 100% students are present only on the days when they have a MV class.”

“A positive change in students’ behaviour is observed. Their attendance at school has improved. They attend the MV classes happily.”

“The students who were slow learners themselves approached me and started taking interest in what was being taught in my class.”

“My students have become really enthusiastic and want to learn more and more. As a result their capacity to learn has increased.”

About 10% of the government teachers felt that their students had become more disciplined. An equal percentage of the government teachers felt that the biggest change resulting from the MV programme was their students’ increased interest in drawing.

“Even if there is complete chaos in the class, the moment the ‘Quiet signal’ is given, the students become silent in seconds.”

“The students are developing their capacity to imagine and this creativity is seen in their drawings.”

About 6% of the government teachers said that their students had become more honest and truthful since the start of the programme. This view is illustrated in the following response:

“Students have become more honest. A student named Omkar found Rupees 60 on the ground which was lost by Sharad. Omkar returned it to us.”

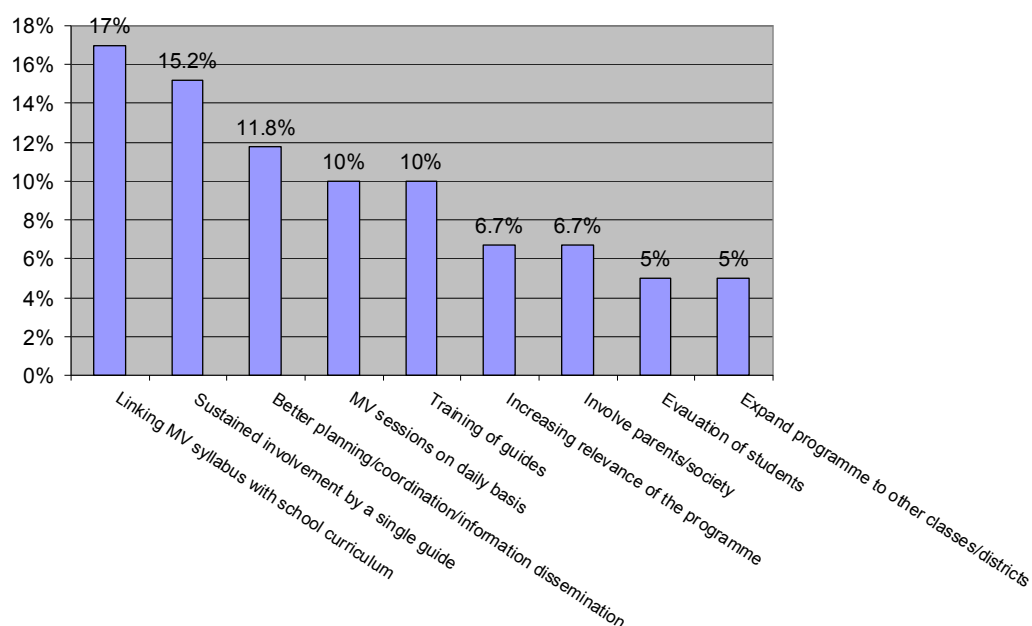
Finally, about 3% of the government teachers felt that their students were fighting less than before. One government teacher commented,

“Congratulations for implementing this program! A definite positive change in the behaviour of the students in the age group of 6 to 10 is observed. Conflict is part of our life, but our students are learning how to find their path in such a situation.”

5. Main suggestion given by the government teachers for improving the Mulyavardhan programme

To the final question in the survey, the government teachers were asked to indicate a way in which the programme could be improved. This was an open-ended item. There was sufficient homogeneity in the responses, so that the answers could be collated into a few broader themes. Each open-ended response was categorised into its relevant theme depending on the content.

Figure 13: Main suggestions given by the government teachers to improve the Mulyavardhan programme



About 12% of the government teachers did not provide any suggestion for improving the programme. The remaining government teachers' (N = 52) suggestions were collated into the nine main themes listed in the graph. Quite a few government teachers (17%) said they wanted to see the MV syllabus being linked to the students' school curriculum. Several government teachers said they wanted a single MV teacher to be appointed for their school/class. About 12% of the government teachers felt that the programme could be strengthened if there was better planning and dissemination of information. They were concerned that by not being given complete information, they were at a disadvantage. 10% of the government teachers suggested implementing the MV programme on a daily basis. This is a surprising finding given that BJS has a daily implementation policy for the programme. Some government teachers wanted more

training for the MV teachers to facilitate effective delivery of the programme. A few government teachers wanted the programme to be combined with other relevant experiences and activities to help students identify better with what they were learning in the MV sessions. Furthermore, some government teachers also wanted participation of the parents in the programme to enhance its impact. About 5% of the government teachers wanted to see a mechanism in place for assessing students' progress and about the same percentage of government teachers were quite satisfied with the programme and wanted it to be extended to other classes and districts. Given below are responses illustrating the categories listed in Figure 13.

Linking MV syllabus with the school curriculum

"The MV syllabus could be made complementary to the school syllabus. All the MV teachers could be well trained to teach the syllabus. They could also be made aware of a predetermined code of conduct while they are teaching at the school."

"Subjects like Physical Education and Arts could be clubbed with MV sessions."

"The program is good. Students like the new songs and games introduced to them, but these songs & games could be linked with the regular school syllabus."

Sustained involvement by a single MV teacher

"One MV teacher could be allotted one school. The MV teacher could be present at the school for the whole day. He could be completely entrusted with the responsibility of school discipline. The MV sessions could be taken every day. The MV teachers could be trained to be more disciplined like the members of RSS who follow the code of conduct very religiously."

"Each school could be given one MV teacher for the whole day."

Better planning/coordination/information dissemination

"The teachers, principals, & other authorities should be acquainted with certain techniques used in MV classes. For example, the MV teachers use 'No hands skills' in their classes where the students are not supposed to raise their hands to answer a question. Since the Zila Parishad officials had no idea about this concept, during their school visit when they asked questions, none of the students raised their hand. Unfortunately, this created a negative impression about the school as the officers thought that the students did not know the answers. This problem should be taken note of and necessary changes may be done accordingly."

"There has to be coordination between the school administration and the MV execution authority at the beginning of the academic year to have a better planning for implementation and execution of the program."

"The time table of MV syllabus could be made in June itself so that it is easier for the MV teachers to have their lesson plan ready well in advance. Instead of taking weekly

meetings you may take a meeting once a month. Continuous meetings and two schools for one MV teacher create an obstruction in the teaching learning process.”

“We should be informed about the annual planning & daily lesson plans of MV syllabus.”

MV sessions to be held on a daily basis

“Since the MV teachers come to the school on alternative days, consistency can’t be maintained. The students tend to forget what they had learnt on the previous day. If the classes are taken every day the program will be more effective.”

Training of MV teachers

“MV teachers need to implement the program more effectively. They do it to some extent but need better training to do it more effectively. They can do it in a more entertaining manner.”

“This project can discipline the young children but the MV teachers do not seem to understand the importance of discipline to that extent as it should be. Hence experienced people could be employed as MV teachers.”

“The MV teachers should possess a professional qualification such as B. Ed, D. Ed, etc. Such MV teachers could be in a better position to understand the psychology of the children and hence could get along with them well.”

“The MV teachers could be trained to complete their task in the periods allotted to them.”

Increasing relevance of the programme

“Every day the students may be encouraged to tell a story or present a skit during the regular school curriculum through which one value could be imbibed. More & more life experiences could be provided to imbibe values.”

“The MV syllabus could have a local flavour and could develop a respect for the traditional culture and history.”

Involvement of parents/society

“The MV program is a very good attempt to inculcate and imbibe values in the students. The program could be extended to cover the parents and other elements of society at large to make its impact felt.”

“The MV teachers could be in touch with the parents and communicate the progress of the students to the parents at least twice a month.”

Evaluation of students

“MV teachers need to implement the program more effectively. It is necessary for them to evaluate the students to see how far the values imbibed have created an impact on the students’ behaviour.”

“A thought needs to be given as to how continuity and consistency can be maintained in the program. The MV teachers could be consulted for their ideas & thoughts to make revisions in accordance with their observations regarding the short comings observed in the students.”

Extend programme to other classes/districts

“The MV program is really good and I wish it could be started for standard 5 to standard 10.”

Discussion

The government teachers in this sample presented a variety of interesting views on the MV programme. Several claimed to be spending an hour per day on the programme. This response might be biased by some assumptions the teachers might have made about the purpose of this survey. On the other hand, if these government teachers’ claim is accurate then this high investment in terms of time should be impacting on their other teaching responsibilities. **The nature and extent of this claim can be verified in further interviews.**

The government teachers on the whole believed in the usefulness of the MV programme and several felt that it had a positive impact on them and their students. Amongst other things, quite a few government teachers felt that their students had more confident, cooperative, and interested in learning since the MV programme had started.

While the government teachers acknowledged the benefits resulting from the programme, they also identified limitations with the content and the structure of the programme in its current form. Many government teachers (as the coordinators and principals) felt that the syllabus required revision to strengthen its links with students’ school curriculum and the local aspects of their culture. As did the principals, several government teachers also suggested that each school should have its own MV teacher. **Presumably, there were challenges associated with ‘MV teacher-sharing’ across schools and these challenges can be identified in follow-on work.**

The government teachers also identified the importance of better planning, coordination, and information dissemination. **It is recommended that as much as possible government teachers could be included in annual planning of the sessions as it could have direct implications for their own work schedule.**

Several government teachers mentioned that they would like to see the MV sessions taking place on a daily basis. This is a surprising finding given the planning documents

of BJS state that daily sessions will be held in schools. It is important to explore this issue with the schools where the sessions are apparently not taking place every day².

Coordinators - Results and Discussion

Summary of key findings

1. Sixteen coordinators responded to the survey. Eleven coordinators were in the age group of 20-30 years.
2. This group of coordinators was very well educated and a little less than half of them also had some previous teaching experience.
3. The number of MV teachers each coordinator supervised ranged from 18 to 29, and the majority of the coordinators met the MV teachers they were responsible for twice a week.
4. The coordinators listed a variety of challenges experienced by the MV teachers as a result of: their commute to the school; the constraints and limitations within the school; the limitations of the Mulyavardhan programme content / structure.
5. The coordinators agreed on several common traits which would enable MV teachers to be more effective in their role, for instance, confidence; good interpersonal skills and competence in planning and preparation.
6. Of all the positive experiences that the MV teachers shared with the coordinators, the largest category of responses related to the theme of 'successful teaching / classroom management technique'. The results showed that the MV teachers took pride in and cherished their success in delivering the Mulyavardhan programme.
7. The coordinators' self-evaluation indicated that they had gained several social, personal and emotional skills and knowledge as a result of their involvement in the Mulyavardhan programme.
8. The coordinators provided very useful suggestions for improving the overall quality of the programme which included further training for the MV teachers; re-evaluating the MV teachers hiring process; linking the Mulyavardhan syllabus to the local culture to increase its relevance; and re-organising some aspects of the structure of the programme.

² BJS provided clarification that the MV programme is implemented in most schools every day. However, there are a few exceptions a) one MV teacher is dedicated for the whole day to a large school, b) in case of smaller schools, a MV teacher facilitates the sessions in grades 1-4 and then proceeds to another school in the same day, c) in some cases (with 68 schools), the schools are located at large distances from one another; in these schools the MV teachers and principals decided that they would take two MV sessions in a day (covering two lessons instead of one) and follow the same the next day in another school. However, the total time devoted to the MV sessions is exactly the same in all the schools irrespective of these slight differences in the structure of implementation.

Introduction

Sixteen coordinators were selected from the group of original MV teachers to take on a supervisory and mentoring role. These individuals were promoted to the role of coordinator based on their overall contribution to the Mulyavardhan programme and on their self-assessment of their performance. A survey questionnaire was constructed for the coordinators to understand the details of their role, to determine the common concerns they receive from the MV teachers in relation to the programme, and to assess the changes the coordinators have observed in the programme and experienced in relation to themselves as a result of their involvement in the Mulyavardhan programme. Refer Appendix C for a copy of the questionnaire.

1. Profile of the coordinators

Table 8 shows that 11 coordinators at the time of completing the survey were in the age group of 20-30 years. Two Mulyavardhan coordinators are women and the remaining are men³. All 16 coordinators at the time of completing the survey had been in their current role for 7 - 10 months.

Table 8: Profile of the coordinators

Age group		Gender	
20-30 years	31-40 years	Female	Male
11	5	2	14

Table 9 indicates that this group of coordinators were all very well qualified. The majority had studied at university, they all had a teaching qualification. The seven coordinators who had previous teaching experience had all taught for less than three years.

Table 9: Educational qualifications of the coordinators

Educational qualification	N	Teaching qualification	N	Previous teaching experience	N
High school	3	B.Ed	5	Yes	7
University	11	D.Ed	11	No	9
Diploma	2				

³ BJS has clarified that the reason for the overall predominance of male staff in the coordinators group is related to logistics. The job profile of the coordinators involves travelling each day to remote schools located in areas difficult to access. For reasons of safety and comfort, BJS decided to limit this role mainly to their male staff members.

2. Coordinator and MV teachers interaction

The coordinators were asked about how many MV teachers each of them supervised and how often they met the MV teachers. The results show that the minimum number of MV teachers a coordinator supervised was 18 and the maximum 29. Twelve out of the 16 coordinators reported that they met the MV teachers twice a week, and the remaining four coordinators reported meeting the MV teachers once a week.

3. Concerns and challenges of the MV teachers

An important purpose of the coordinators' interactions with the MV teachers is to determine the nature and extent of challenges that the MV teachers might be experiencing which in turn could have an impact on the Mulyavardhan programme. In the survey, the coordinators were asked to list two most common concerns that their MV teachers had.

A thematic analysis of the open-ended responses provided by the coordinators highlighted the following issues:

Out of the 16 coordinators, 2 did not mention any concern, and 6 mentioned only one.

Challenges related to commuting to school: 7 coordinators mentioned, as their first concern, that their MV teachers found it difficult to reach their respective school in time for the programme due to: bad roads; inconvenient location of the school; and a very long commute.

Challenges in the school: 9 coordinators mentioned, as either their first or second concern, that their MV teachers found it difficult to deliver the programme due to:

- lack of desired infrastructure (5 first and 4 second concerns);
- an absence of a cordial relationship with, or co-operation by the school staff (5 first and 4 second concerns);
- unavailability of classrooms (5 first concerns);
- the constant change in the number of students attending the sessions (4 second concerns).

Challenges related to the programme: 2 coordinators, as their first concern, reported that their MV teachers experienced challenges in delivering the programme because the time allocated (35 minutes per session) is inadequate and the session plan is not adequate.

Other issues: The remaining coordinators, as their second concern, mentioned a variety of situations, including financial and personal challenges that the MV teachers experienced. These issues do not have an obvious relationship with the structure of the programme and therefore will not be discussed in this report.

4. An ideal MV teacher

The coordinators were asked for their views about the characteristics and qualities that a MV teacher should have to facilitate effective delivery of the programme. The following aspects emerged most frequently in their responses:

- Confidence
- Competence in planning and preparation
- Honesty
- Creative and relevant teaching techniques
- Be a positive role model
- Good interpersonal skills

Here are a few quotes from the coordinators that illustrate the above list.

“The MV teachers could explain the concepts from the lessons in the form of stories with the examples to suit their intellectual level.”

“While teaching MV teacher should consider the grasping capacity of the students and accordingly should use all facial expressions to make them understand.”

“Regularity and good preparation of the lessons.”

“Our teaching should be reflected in our own behaviour.”

5. Most positive experience shared by the MV teacher

In addition to voicing concerns and challenges, the MV teachers also share their positive experiences and aspects of the programme that are working well, with the coordinator. In the survey, the coordinators were asked to report one of the most positive experiences that the MV teachers had shared with them. Each open-ended response was categorised into a relevant theme, and sometimes a response was coded for multiple themes depending on the content.

Table 10: Positive experiences shared by the MV teachers

Theme	N
Successful teaching / classroom management technique	9
Observation of cooperative / collaborative behaviour amongst students	3
Transfer / generalisation of learning to home and other contexts / classes	3
Observation of diligence amongst students	3

Table 10 shows the main themes related to the MV teachers’ most positive experience while delivering the Mulyavardhan programme and the number of coordinators who provided a response relating to that theme. It can be seen that the MV teachers

cherish their successes resulting from an effective teaching and learning method or interaction. It is also seen that the MV teachers experience satisfaction from observing positive behavioural changes amongst their students.

Below are a few quotes that illustrate the themes provided in the table.

“....a mentally challenged girl was accepted by the classmates. They started including her while playing. The girl is also now comfortable with them. She tries to talk to them. She is happy & therefore even the parents are happy.” (This response was coded as ‘observation of cooperative / collaborative behaviour amongst students)

“A MV teacher said that a 2nd year student from his class conducts MV session at home with the parents & siblings in a similar manner as she sees it at the school.” (This response was coded as ‘transfer / generalisation of learning to home and other contexts / classes’).

“The ‘No Hand’ technique has really worked. All students get a chance to answer. The MV teachers ask questions to any student. Thus every student thinks about the answer.” (This response was coded as ‘successful teaching / classroom management technique’)

6. Coordinators’ self-evaluation

In the survey, the coordinators were given an opportunity to reflect on their thoughts and actions and to state what they felt was the biggest change that had occurred in them since the start of the Mulyavardhan programme. Each free-text response was categorised into relevant themes.

Table 11: Coordinators’ self-evaluation

Theme	N
Increased confidence	2
Increased enthusiasm	2
Increased perspective taking / critical thinking	3
Learnt time management / planning	2
Improved attitude / emotional intelligence	5
Increased self-awareness	1
Developed leadership skills	2

Table 11 lists the common themes that emerged in response to the coordinators’ self-evaluation and the number of coordinators whose responses related to each theme. A range of positive outcomes are noted in these responses. For instance, one coordinator stated the following:

“Since I have become a part of MV program; every time while talking or doing anything, I think about the effect of my act or words. Earlier I never thought on these lines. This change has benefited me in various ways.”

7. Changes to the Mulyavardhan programme

The coordinators have been involved with the programme since it was first implemented in schools. They have also in the past worked as MV teachers delivering the programme and now in their current role as coordinators they oversee the delivery. Therefore, it was important to obtain their views on what changes might improve the programme overall. Two out of the 16 coordinators did not provide any response to this question. Of the 14 coordinators who answered the question, the following categories of responses emerged in their free text responses.

Changes in relation to the MV teachers:

- Further training in content and delivery techniques
- Appointing only those individuals as MV teachers who would like to pursue a long-term career with Mulyavardhan
- Preferably appointing individuals with higher educational qualifications (for instance, post graduate degrees and B.Ed) as MV teachers

Changes in relation to the syllabus:

- Structuring the entire content of the programme in the form of stories
- Creating links between Mulyavardhan content and students' school syllabus
- Including more aspects of the local culture in the content / syllabus

Changes in relation to the structure:

- Reducing the number of topics to teach
- Compulsory evaluation of each participating student at the end of the year

Other suggestions:

- Encouraging participation of parents in the programme
- Creating awareness of the programme in society at large

Discussion

The coordinators are an important component of the Mulyavardhan programme as they supervise the overall delivery of the programme by keeping in contact with the MV teachers and are able to feed back information regarding the strengths and weaknesses of the programme to BJS administration. It is encouraging to find that the coordinators in principle are committed to the programme. It is noted that the coordinators are able to meet the MV teachers they are responsible for about twice a week. **It would be interesting to further explore if the coordinators are using any structured form or**

feedback mechanism to obtain information from the MV teachers and in turn convey important findings back to BJS management/administration team. It is recommended that if a structured form of collecting and reporting data is not already in place, then it should be established because as the programme extends to additional schools and districts, the way in which coordinators collect and report information will need to be standardised to avoid a fragmented process.

While, the coordinators were found to be enthusiastic about the programme, they were also well aware of the practical constraints that could potentially obstruct an effective delivery of the programme. It is of course acknowledged that not all practical issues can be solved by BJS, for instance, the issues related to commuting to school. Some coordinators mentioned that the MV teachers are unable to perform their role effectively due to lack of positive relations with the school staff. **In this regard, it is recommended that special guidance or empowerment sessions should be held for the MV teachers periodically to train them persuade the staff at their respective schools about the importance of the MV sessions. If the MV teachers are able to encourage cooperation from the school staff, they also might find acceptable solution to other related problems like unavailability of classrooms and constantly changing size of the class.**

The coordinators had a very clear idea about the characteristics which were important for a successful MV teacher. **Since these coordinators have also had previous experience of facilitating the programme and were successful at it, it is recommended that the coordinators be involved in both recruitment and training of future MV teachers.**

The coordinators stated that they had personally and professionally benefitted from their participation in the programme. They listed a number of key skills and knowledge that they had developed over the course of time. **It would be useful to follow these claims in further detailed interviews and case studies to determine the exact nature and extent of skills the coordinators had developed and the contexts in which they were applying their new learning.**

Valuable suggestions for improving the programme were provided by the coordinators. Amongst these, additional training of the MV teachers, and strengthening the MV curriculum by including aspects of the local culture, thereby increasing the relevance of the programme for the participating children, stood out as particularly important suggestions. **It would be extremely useful to identify using follow-on interviews, the areas in which MV teachers require further training and also to explore how the MV curriculum can be adapted to suit the different regions.**

Useful suggestions in relation to the structure of the programme were also given by the coordinators. This group also firmly believes that for the overall success and greater impact of the MV programme, it was important to involve the parents of the participating children.

MV teachers - Results and Discussion

Summary of key findings

1. 190 MV teachers responded to the survey.
2. The majority of the MV teachers were in the age group of 20-30 years at the time of completing the survey.
3. A little more than half of the MV teachers were female and the remaining were male, representing a good gender balance.
4. About half of the MV teachers had been in their current role for 18 months at the time of completing the survey and several others had performed this role for 9-12 months. This shows that the majority of the MV teachers were sufficiently experienced in the MV programme at the time of completing the survey.
5. This group of MV teachers was very well qualified and quite a few had some previous teaching experience.
6. Overall the MV teachers viewed different aspects of the MV programme favourably. They were satisfied with the initial training received in terms of its duration, coverage of topics, and its usefulness for facilitating the MV sessions. The MV teachers appeared to have a productive relationship with the staff at the schools allocated to them. They also felt that the MV programme had resulted in benefits for their students.
7. The MV teachers claimed to use their experience diaries extensively to record a variety of elements in relation to the MV programme. A majority of the MV teachers also reported recording observations about their students and self-observation at least once a day.
8. The proportion of time that the MV teachers claimed to be spending on different activities was very much in line with what is considered effective for such educational interventions.
9. While several MV teachers stated that they did not find any topic particularly difficult to teach, there were several others who mentioned a variety of topics that they found challenging for a number of reasons.
10. Many MV teachers felt that there were differences in the extent to which students from different grades learnt most from the sessions. Several felt that Grade 4 students learnt the most.
11. The MV teachers narrated a variety of instances in which their students had demonstrated positive changes since the start of the MV programme - helpfulness/cooperation was the most frequently occurring category of response.

12. The MV teachers also recognised positive changes in themselves since the start of the MV programme. Several mentioned that they had become more patient.
13. The MV teachers mentioned numerous positive experiences related to the MV programme. A large majority also stated that they had no negative experience.
14. About half of the MV teachers felt that there had been no change in any aspect of the MV programme since they began facilitating it. However, the remaining few did mention some areas in which changes had taken place.
15. The MV teachers provided several useful suggestions for improving the MV programme, for instance, change in content, structure, allocation of MV teachers, and so forth.

Introduction

A survey questionnaire was constructed for the MV teachers facilitating the Mulyavardhan programme in Patoda Tehsil. Responses were collected from a total of 190 MV teachers. Of this group, 49 MV teachers (group 1) were facilitating MV sessions in the 40 main sample schools at the time of completing the survey. Another 30 MV teachers (group 2) who responded to the survey had facilitated the MV sessions in those 40 sample schools in the first year of implementation, but had then been transferred to a new set of schools. These 30 MV teachers were instructed to fill in the survey based on their previous experience of facilitating MV sessions in those 40 sample schools. The remaining 111 MV teachers (group 3) were facilitating MV sessions in the other schools which were not part of the main sample. A non-parametric test of significance, the Mann-Whitney U test, was carried out on the data of these groups of MV teachers. The results indicated that there were no significant differences in the responses of the three groups, that is, the data was comparable. Therefore, in this chapter, the result of the entire set of 190 MV teachers is considered as a whole. It is also noted that instead of a t-test, a non-parametric equivalent was used to assess the comparability of the data because the responses did not follow a normal distribution across all items and therefore, did not meet the conditions required to carry out a parametric t-test.

The survey questionnaire for the MV teachers was used to collect information related to: their profile; their involvement with the Mulyavardhan programme; their views on different aspects related to the programme (through a series of likert-scale items); and their open-ended views on the changes observed, suggestions for improvement, and their positive and negative experiences. Refer Appendix D for a copy of the questionnaire.

1. Profile of the MV teachers

Figure 14 shows the distribution of the MV teachers across the different age groups. Two MV teachers did not provide their age group data. Of the responding MV teachers, it can be seen that the majority of the MV teachers belonged to the age group 20-30 years at the time of responding to the survey.

Figure 14: Age group of the MV teachers

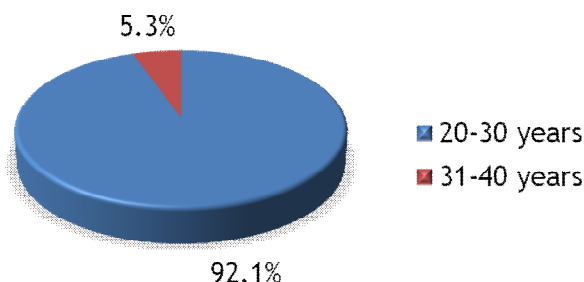


Figure 15 shows the gender of the respondents. Out of the total group of 190 MV teachers, gender-related information was not available for three. Of the responding MV teachers, over 50% (107) were female and the remaining (80) were male.

Figure 15: Gender of the MV teachers

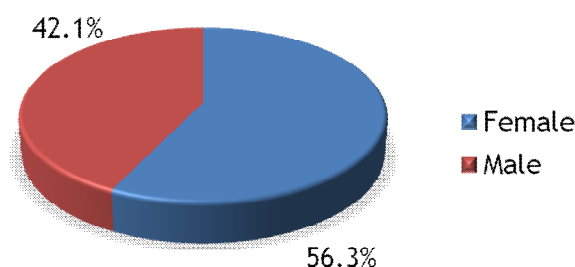
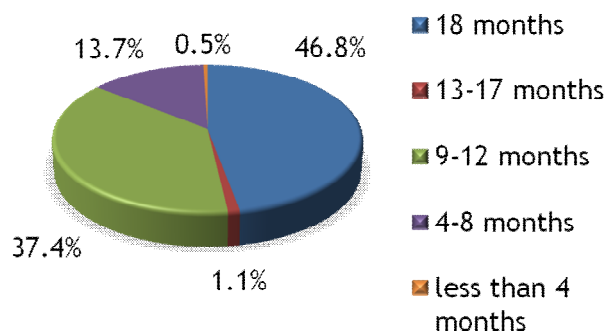


Figure 16 shows the length of time the MV teachers had been in their current role. The results indicate that a little less than 50% of the respondents had been working as MV teachers for 18 months; a little under 40% of the MV teachers were in their current role since the last 9-12 months.

Figure 16: Working as a MV teacher since**Table 12: The teaching qualification of the MV teachers**

Teaching qualification	Number of MV teachers with this qualification
Diploma in Education (D.Ed)	132
Bachelor in Education (B.Ed)	33
Master in Education (M.Ed)	1

The MV teachers were asked to indicate if they had any teaching qualification. Of the 190 MV teachers, 24 did not indicate that they held any teaching certificate. Of the remaining MV teachers, most (132) had a Diploma in Education and a sizeable few (33) had studied for a Bachelor in Education.

The MV teachers were also asked to state whether they had any previous teaching experience. 14 MV teachers did not respond to that particular question. Of the remaining 176 respondents, 54 MV teachers said they had previous teaching experience and the majority, that is, 122 MV teachers said they had no previous teaching experience. The majority of the MV teachers with some teaching experience had taught for less than 3 years.

2. MV teachers' views about the Mulyavardhan programme

A list of 26 items about different aspects of the Mulyavardhan programme were included in the questionnaire and the MV teachers were asked to respond to each of those items on a 5-point scale, where, 1=strongly agree; 2=agree; 3=neither agree nor disagree; 4=disagree; 5=strongly disagree. Some items were positively worded, so lower scores on these items meant that those aspects of the programme were viewed favourably or were being successful. Additionally, some items were worded negatively

and lower scores on those items meant that the respondents were viewing those aspects unfavourably or those aspects were not successful in terms of their impact.

Table 13 lists the 26 items along with the mean score each item received based on the responses of 190 MV teachers. The standard deviation has also been calculated to determine the extent of deviation from the mean or to indicate the spread of responses. The items whose standard deviation is more than 1.0, are those where the MV teachers' responses have a larger spread, that is, their views are more diverse in relation to those topics.

Table 13: MV teachers' views about the MV programme

Sl. No.	Aspect of the programme	Positive or negative orientation	Mean score	Overall opinion of the group	Standard deviation
1	The initial period of training and induction was too short	Negative	2.31	Agree	1.2
2	The initial training was useful for preparing myself to start MV sessions	Positive	1.24	Strongly agree	0.4
3	Training provided for working with school principal useful	Positive	1.52	Agree	0.6
4	Training given for working with teachers was useful	Positive	1.48	Strongly agree	0.6
5	45 days of on the job training was useful	Positive	1.60	Agree	0.7
6	Teaching and learning situations discussed in the training were different from the real experience	Negative	3.17	Neither agree nor disagree	1.4
7	Topic 'creation of families' was covered adequately in the initial training	Positive	1.86	Agree	0.8
8	Topic 'creative games, theory and practice' covered effectively in training	Positive	1.18	Strongly agree	0.4
9	Topic 'theory of peace and value education' enabled effective delivery of sessions	Positive	1.39	Strongly agree	0.5

10	Topic 'sponge activity' enabled effective delivery of sessions	Positive	1.45	Strongly agree	0.6
11	Often use story telling skills taught during the initial training	Positive	1.47	Strongly agree	0.6
12	Classroom discipline and management skills were useful for class management	Positive	1.22	Strongly agree	0.4
13	I often use the blackboard work techniques learnt in initial training	Positive	1.14	Strongly agree	0.3
14	I don't use the methods for observing children and evaluating progress of the programme	Negative	4.12	Disagree	1.0
15	I have used the anti drop out campaign techniques with my students	Positive	1.53	Agree	0.6
16	The principal of my school is helpful and cooperative	Positive	1.21	Strongly agree	0.4
17	The teacher in the school gives me advice on how to deal with certain children	Positive	2.00	Agree	1.0
18	The teachers in the school come and ask me about MV sessions	Positive	1.59	Agree	0.6
19	Before starting MV sessions I took advice from the class teacher	Positive	1.56	Agree	0.8
20	I find the structure of MV prescriptive and feel it hinders with the sessions	Negative	3.71	Disagree	1.2
21	I find that girls in my class are more motivated than the boys	N/A	2.58	Neither agree nor disagree	1.2
22	I find that the boys in my class are more motivated than the girls	N/A	2.89	Neither agree nor disagree	1.2
23	The MV programme has had no impact on the drop out rate in this school	Negative	4.24	Disagree	0.9

24	I often record my observations in the experience diary	Positive	1.28	Strongly agree	0.6
25	The topics listed in the curriculum are not that important. What is more important is how each topic is delivered	N/A	2.14	Agree	1.2
26	The disciplinary problems in my class have reduced over time	Positive	1.75	Agree	0.8

Note: The overall opinion of the group is based on the mean scores as follows: 1.00 to 1.50 = strongly agree; 1.51 to 2.50 = agree; 2.51 to 3.5 = neither agree nor disagree; 3.51 to 4.50 = disagree; 4.51 to 5.00 = strongly disagree

MV teachers views about the training received

The MV teachers on the whole felt that the period of initial training was shorted than they would have liked (mean score = 2.31). However, a large standard deviation for this item indicates that there are MV teachers who might have disagreed with this general opinion. BJS has subsequently increased the period of initial subject training to 60 days.

The MV teachers on the whole also believe that the initial training was useful (mean score = 1.60). According to them the training definitely prepared them to begin their MV sessions (mean score = 1.24); the training enabled them to work with the school principal (mean score = 1.52); and that it also prepared them to work with the teachers (mean score = 1.48). The standard deviation for these items is quite low indicating a positive opinion amongst most of the group.

The MV teachers were asked to indicate if the teaching and learning situations discussed in the training were different from actual experience and the group as a whole neither agreed nor disagreed with this aspect (mean score = 3.17). However, the standard deviation of 1.4 shows that the experiences of the MV teachers were quite varied in this regard.

The MV teachers held a very positive perception of the topics covered in their initial training. According to them, the topics, 'creation of families' and 'creative games, theory and practice' were adequately and effectively covered during their training sessions (mean scores of 1.86 and 1.18 respectively). Furthermore, the MV teachers claimed that the topics related to 'theory of peace and value education' and 'sponge activity' enabled them to deliver their own MV sessions more effectively (mean score of 1.39 and 1.45 respectively). Low standard deviations for each of these items indicate that these positive opinions predominate in the group.

The MV teachers were asked to indicate the extent to which they were using the various content and techniques that they had learnt during their initial training. The results on the whole are very favourable based on the MV teachers' claim that they do

indeed use the specific skills and knowledge gained. For instance, the MV teachers strongly agreed with the statement that they ‘often used story telling skills’ (mean score = 1.47); they also strongly agreed that the ‘classroom discipline and management’ skills were useful (mean score = 1.22). Similarly the group on the whole also suggested that they were in fact using the ‘blackboard techniques’ learnt in their initial training (mean score = 1.14). By disagreeing with the statement ‘I don’t use the methods for observing children and evaluating progress of the programme’ (mean score = 4.12), the MV teachers suggested that they were using the observation and evaluation methods. Finally, the MV teachers’ data shows that they were also using the ‘anti drop out techniques’ to address this important issue (mean score = 1.53). Low standard deviations for each of these items indicate a large homogeneity in the group.

MV teachers’ views about the school staff

The MV teachers were very positive about the principal and teachers in the school where they facilitated the MV sessions. The MV teachers on the whole felt that their school principal was helpful (mean score = 1.21). They also indicated that the teachers in their school offered advice in relation to the students (mean score = 2.00). A standard deviation of 1.0 for this item indicates more variability in the group. Presumably, some MV teachers may have received more or less input from their particular teachers. In a related item, the MV teachers were asked if they had taken advice from the class teachers before starting their MV sessions and the MV teachers generally suggested that they had (mean score = 1.56). The MV teachers on the whole claimed that the teachers were curious about the MV sessions (mean score = 1.59).

Structure of Mulyavardhan sessions

The MV teachers viewed the MV structure favourably as they disagreed with the statement that ‘the structure of MV is prescriptive and it hinders their sessions’ (mean score = 2.58). Although, the views in relation to this aspect are more diverse as indicated by a standard deviation of 1.2. There would be a few MV teachers who agree with this statement.

Gender differences

The MV teachers were asked if they found any difference in motivation between the male and female students in their sessions. The group neither agrees nor disagrees with this aspect (mean scores of 2.58 and 2.59 respectively).

Impact of the MV programme

The MV teachers were asked about the impact on the sessions on the drop out rate at their school and the data suggests that the MV teachers feel that the sessions have had an impact on the drop out rate. The MV teachers also believe that the disciplinary problems in their class have reduced over time (mean score = 1.75).

Experience diary

In the initial training the MV teachers were advised to use an experience diary to record their observations and the group on the whole claims that they are indeed using the experience diary (mean score = 1.28).

Curriculum versus facilitation

The MV teachers generally agree that the delivery of the topics in educational interventions is usually more important than the actual content of the topics (mean score = 2.14). This emphasises the importance of their role in making the MV programme a success.

3. Types of observations recorded in the experience diary

In Section 2, the MV teachers' use of the experience diary was analysed. The data showed that on the whole the group was using the experience diary extensively. In the survey, the MV teachers were asked to indicate the types of observations that they recorded. This was a multiple choice item and the MV teachers could tick all the options that were relevant to them. As a form of check to ensure that the MV teachers were focussing on understanding and answering the survey items truthfully, an irrelevant option was also included in the list. Table 3 shows the responses of the group in relation to the observations recorded in the experience diary.

Table 14: Types of experiences recorded by the MV teachers in their experience diary

Sl. No.	Type of observation	Number of MV teachers who chose this option (N=190)
1	Challenging situations that occurred during the session	159
2	Progress made by certain children	170
3	<i>My grocery shopping list</i>	19
4	Mulyavardhan lesson plan	117
5	Other	86

Table 14 shows that the majority of the MV teachers were keeping a record of the 'challenging situations', 'children's progress', and the 'MV lesson plan' in their experience diary. A few MV teachers chose the irrelevant option 'grocery shopping list'; they might have misunderstood the item or perhaps they did keep such a list in their diary. Several MV teachers also chose the option 'other'. These MV teachers mentioned keeping a record of the following additional aspects:

- Feedback from the students
- Interactions with the parents
- Feedback from the teachers
- Events at school

4. The frequency with which MV teachers record observations about their students and also note their own learning and progress

In a set of multiple choice items in the survey, the MV teachers were asked to indicate how often they recorded notes about their students and similarly how often they made notes about their own thinking or learning. Table 15 indicates that a large majority of the MV teachers record self-observations (62.1%) and observations of their students (78.4%) at least once a day.

Table 15: Frequency with which MV teachers record observations about their students and also note their own learning and progress

Frequency of recording observation	Self -observation (N=190)	Observation of students (N=190)
Once a day	62.1%	78.4%
Twice a week	15.3%	17.9%
Once a week	12.1%	3.7%
Once a fortnight	4.2%	-
Once a month	3.7%	-
Never	2.6%	-

5. The types of activities included in the Mulyavardhan sessions and students' interest in the various activities

An attempt was made to gain an understanding of how often the MV teachers were engaging their students in the different types of activities. A series of 8 activity types were listed and the MV teachers were asked to indicate how often they use those activities in their sessions by choosing one of the five different frequency options. Correspondingly, the MV teachers were also asked to indicate their students' interest in each of the different activities using a 5-point likert scale, where 1 = not at all interested; 2 = slightly interested; 3 = interested; 4 = very interested; and 5 = don't know. Table 5 and figure 4 show the MV teachers' responses in relation to these aspects.

Table 16: Types and the frequency of activities the MV teachers use in their MV sessions

Sl. No.	Type of activity	Twice a week	Once a week	Once a fortnight	Once a month	Never
1	Role plays	58.9%	32.6%	8.4%	0	0
2	Whole class discussion	52.6%	34.2%	12.1%	0.5%	0.5%
3	Lectures	15.8%	17.9%	16.3%	22.6%	27.4%
4	Small group work	50.5%	35.3%	10.0%	3.2%	1.1%
5	Working in pairs	79.5%	16.8%	2.1%	1.1%	0.5%
6	Art and craft	78.9%	16.8%	2.6%	0	1.6%
7	Presentations by students	53.7%	24.2%	18.4%	3.7%	0
8	Individual study	41.1%	26.8%	12.6%	4.2%	15.2%

Table 16 shows the responses of the 190 MV teachers. It can be seen that more than half of the MV teachers conduct role-plays in their sessions at least twice a week. Similarly, more than half of the MV teachers also carry out whole class discussions, small group work and student presentations twice a week. About three-quarters of the MV teachers engage their students in working in pairs and art/craft activity at least twice a week. A little less than half of the MV teachers make their students engage in individual study twice a week. However, only about 15% of the MV teachers engage in lectures for the same amount of time. These results are extremely encouraging and show the right balance of activities for such educational interventions.

Figure 17: Mean responses of the MV teachers in relation to how interested they think their students are in the different activities

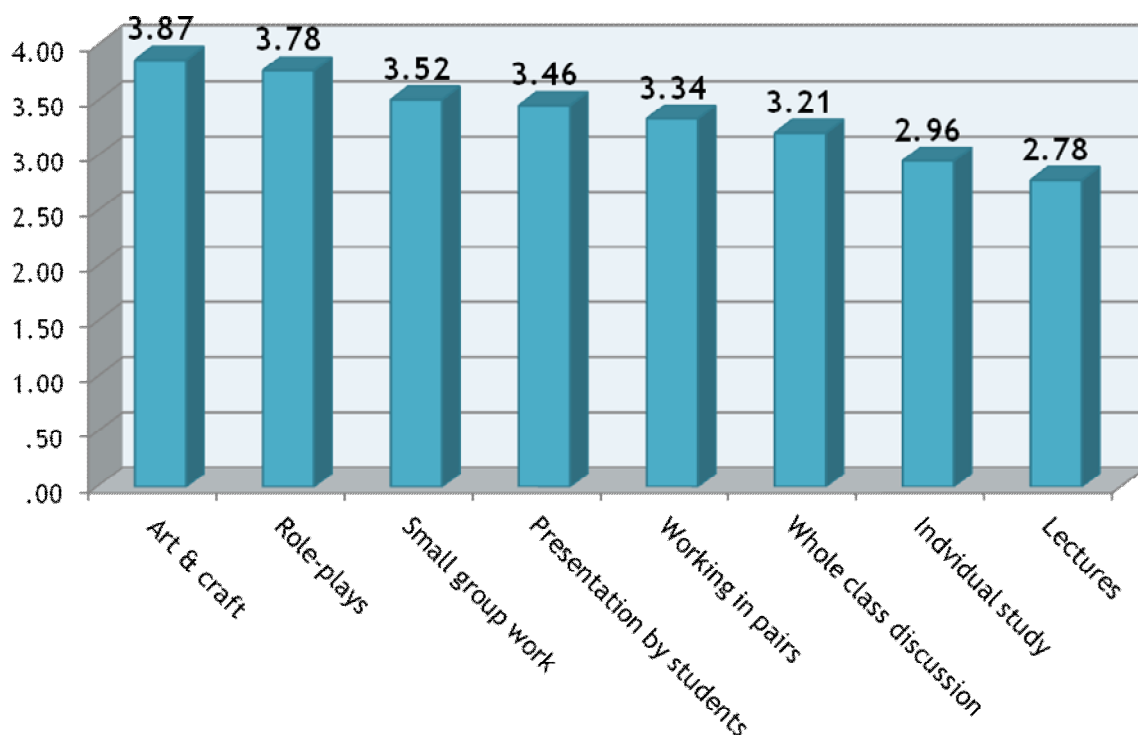


Figure 17 shows that according to the MV teachers their students were most interested in art and craft activity, and least interested in lectures. The level of interest of the students in the different activities corresponds quite well to the proportion of time that the MV teachers claim to be spending on each of those activities.

6. The MV teachers' experience of delivering Mulyavardhan content

In the survey, the MV teachers were asked to list topics that they found difficult to teach and the topics they found easy to teach. Tables 17 and 18 show the MV teachers' response in relation to these aspects.

Table 17: Topics that the MV teachers found difficult to teach in grades 1-4

Grade 1 Topics	Number of MV teachers who listed this topic	Grade 2 Topics	Number of MV teachers who listed this topic	Grade3 Topics	Number of MV teachers who listed this topic	Grade4 Topics	Number of MV teachers who listed this topic
Problem solving puppets	14	Rules and laws	17	If everything fails	20	Justice and fairness	25

Consequence cards	4	Tree of peace	4	Golden rule, justice and fairness	12	Causes of conflict	17
The human family	3	Compassion and empathy	3	Care of earth	11	Bring yourself to account each day	8
Tree of peace	3	Our peaceful classroom	1	Human family	5	Patience and goal setting	4
What is peace and what is conflict	3	Global connection	1	Empathy and golden rule	4	Care of earth	4
Helpfulness	3	Empathy and golden rule	1	My actions affect how others feel	4	Great peacemaker	3
Use of golden rules	2	Consequences of cards	1	Golden rule and listening	3	Practising the unity of humanity	2
Is everybody happy?	2	Honesty	1	Overcoming conflict through peace	2	Conflict resolution technique: share	2
Showing feelings	2	Sharing feelings in community	1	Controlling my anger	2	Tree of peace	2
Make a face	1	Caring for other	1	Problem solving puppets	2	Increase in conflict	2
Our feelings	1	Rules for caring	1	Our feelings	1	Forgiveness	2
Set of emotion pictures	1	Truthfulness	1	House of peace	1	The global connection	2
Friendly round robin	1	Problem solving puppet	1	Empathy	1	Cooperation drama/plays	2

Peace and practice of love	1	What is peace and what is conflict	1	Rules and laws	1	Empathy and golden rule	2
Friendship clapping	1	Respect	1	The peace house	1	If everything fails	2
Magic box	1	We are all the same	1	The goal of developing a virtue	1	Inner and outer peace	1
If everything fails	1	Listening to each other	1	-	-	Problem solving puppet	1
-	-	Emotions and feelings	1	-	-	Great peacemaker	1
-	-	Courtesy	1	-	-	Removing Prejudices	1
-	-	-	-	-	-	Our needs are the same	1

Table 17 shows the list of topics that the MV teachers found difficult to teach at each of the four grades. 35 out of 190 MV teachers said they did not find any particular topic difficult to teach. Among the remaining MV teachers, there is considerable variety in the topics listed by the MV teachers. However, the topics that deserve most attention are the ones which several MV teachers found challenging to teach. Of these topics, the one that more than a few MV teachers found difficult to teach at grade 1 was 'problem solving puppets'. At grade 2 the topic area 'rules and laws' posed a challenge for the MV teachers. Furthermore, at grade 3, the following topics were found difficult: 'if everything fails'; 'Golden rule, justice and fairness'; and 'care of earth'. Finally, at grade 4 the topics 'justice and fairness'; 'causes of conflict'; and 'bring yourself to account each day' were the most frequently listed ones.

The MV teachers were asked to explain why they found particular topics difficult to teach. Their responses were organised in the following categories:

- Students find it difficult to understand certain concepts
- The language used in the syllabus in relation to those concepts is complex
- Students might not be cognitively mature to acquire certain knowledge
- The visual representations in the syllabus are not particularly helpful
- Many English words related to abstract concepts do not translate easily into Marathi

- Unrealistic stimuli being used, for instance, while facilitating problem-solving puppets, the children were resistant to the idea that puppets could solve problems
- Irrelevant reference points, for instance, one MV teacher said that, *“The students belong to a very small village in the interiors of Maharashtra. They find it very difficult to conceptualize the terms like ‘earth’, ‘world’ & ‘global’ etc.”*
- Limited vocabulary, reading, and writing skills of the children

Table 18: Topics that the MV teachers found easy to teach in grades 1-4

Grade 1 Topics	Number of MV teachers who listed this topic	Grade 2 Topics	Number of MV teachers who listed this topic	Grade3 Topics	Number of MV teachers who listed this topic	Grade4 Topics	Number of MV teachers who listed this topic
Say your name and roll the ball	18	Truthfulness	9	Love	10	Causes of conflict	8
Magic pocket	8	Care about feelings	6	Seeing good in others	6	Bring yourself to account each day	7
Mouse on the run	6	Love	6	Respect	6	Great peacemaker	5
Our feelings	6	Helpfulness	4	Controlling my anger	6	Honesty	5
Helpfulness	6	Tree of peace	4	Truthfulness	6	Care of earth	4
What is peace and what is conflict	4	Cooperation	4	Peace house	6	Dangers of conflict	3
Friendship clapping	4	Showing feelings	3	Services to other	5	Forgiveness	2
Peace and happiness	3	Seeing good in others	2	Our feelings	2	Cooperative drawing	1
Sound wave	2	Kindness	1	Empathy	2	Removing prejudices	1

Make a face	2	Rules and laws	1	Problem solving	1	Justice and fairness	1
Kindness	2	Magic pocket	1	Great peacemaker	1	Protecting our virtues	1
Problem solving puppets	1	Care of earth	1	Introduce your neighbour	1	-	-
Consequence card	1	Associate with good people	1	-	-	-	-
There is a big yellow elephant in my house	1	-	-	-	-	-	-

Table 18 shows the large variety in the topics that the MV teachers found easy to teach across grades 1 to 4.

7. The differences in learning across grades 1 - 4

In a multiple choice question in the survey, the MV teachers were asked to indicate that of the four grades, the children from which grade, in their opinion, demonstrate most effective learning. 21 out of the 190 MV teachers did not respond to this item. Of the remaining 169 MV teachers, 41.6% believed that grade 4 learns the most; 23.7% of the MV teachers chose grade 3; 14.2% chose grade 1; and the remaining 9.5% of the MV teachers voted in favour of grade 2.

The following general reasons were provided by the MV teachers about why they felt that students from a certain grade learnt the most from the MV sessions:

Reasons for Grade 4

- Students are able to use the lessons learnt in their everyday experiences
- Greater sustained attention
- Greater cognitive capacity
- Students are keen to learn
- Students are able to articulate questions and seek answers
- MV sessions with this grade are usually held first thing in the morning when the students are fresh and more receptive
- Good listening skills
- Students are better at narrating experiences and following instructions

Reasons for Grade 3

- Capable of independent learning
- Students are able to articulate questions and seek answers

Reasons for Grade 2

- They are quick to accept and obey rules
- They easily imitate positive behaviour
- Students are more disciplined and less time is spent on 'crowd control'

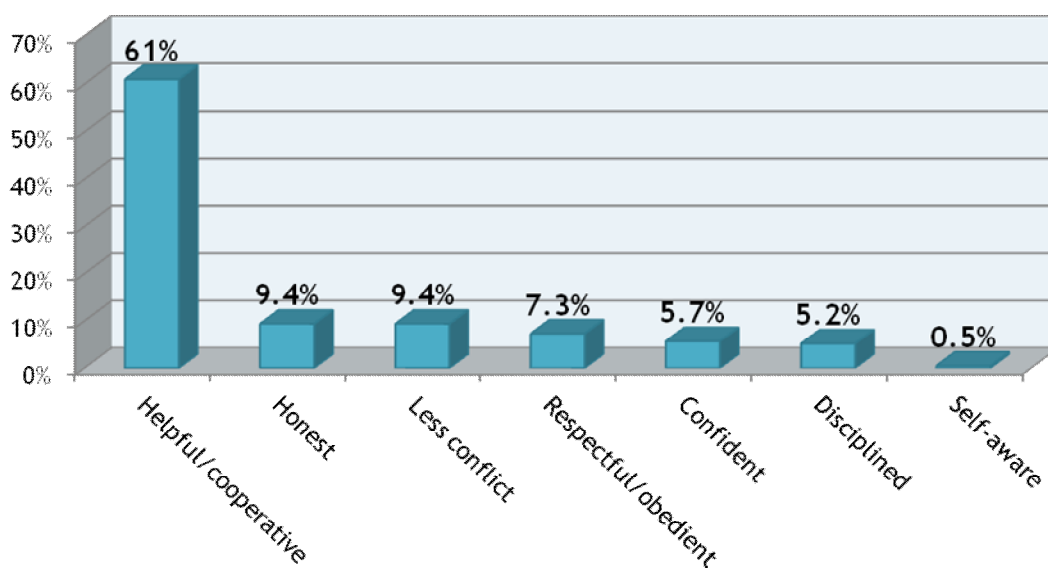
Reasons for Grade 1

- Students participate enthusiastically in activities
- Usually there are smaller groups of students in Grade 1 compared to the other grades
- Students are very curious and open-minded
- Students are keen to learn new things

8. The impact of the Mulyavardhan programme from the MV teachers' perspective

In the survey, the MV teachers were asked to indicate how the MV programme might have had an impact on their students and on themselves. Both these items in the survey were open-ended and there was sufficient homogeneity in the responses of the 190 MV teachers, so that their answers could be collated into a few broader themes. Each open-ended response was categorised into its relevant theme depending on the content. Figures 18 and 19 show the distribution of the responses across the different themes

Figure 18: The impact of the MV programme on students from the MV teachers' perspective



There were only two out of 190 MV teachers who claimed that there was no impact on their students. The remaining 188 MV teachers provided a variety of responses to indicate the positive changes in their students' behaviour as a result of the MV programme. More than half the MV teachers (61%) mentioned that their students had become more helpful towards their peers and elders. A little less than 10% of the MV teachers said that their students had become more honest and a similar percentage of the MV teachers said that they had noticed that the frequency of conflicts had reduced amongst their students. Some MV teachers (5.7%) claimed that noticed a greater level of confidence amongst their students and some other MV teachers (5.2%) focussed on their students having become more disciplined since the start of the MV programme. According to one MV teacher, the students had become more self-aware. Following are a few responses illustrating the positive impact categories:

"The students help others; they follow the 'Golden Rule'; If a student falls down, someone comes to help him get up & take care of him; They help each other in the class as well as outside the class." (Example of cooperative behaviour)

"Students work together in cooperation. They have started taking care of the animals by giving them food & water."(Example of cooperative behaviour)

"Truthfulness most found attitude. Arti returned money to another boy of her class which was incredible." (Example of honesty)

"The boys & the girls never used to get along with each other. They always used to fight. But now the situation has changed." (Example of reduced conflict)

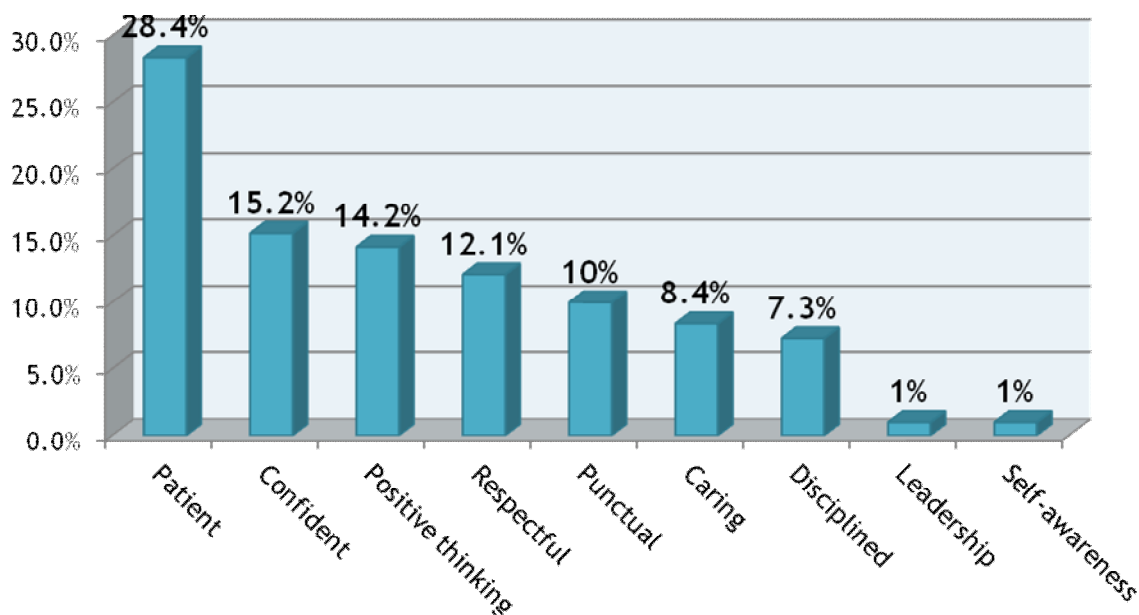
"Students' language is improving. They use polite words. Don't use bad words. They talk to others respectfully." (Example of respectful behaviour)

"The students have overcome the fear of school. They have started answering in the class which they never used to do earlier." (Example of increased confidence)

"The students have developed a liking for the school. They have become well disciplined & their stage fright is gone. They can speak confidently in front of people." (Example of increased confidence)

"The students who used to come late to the school every day, now come in time as they have seen me coming on time." (Example of discipline)

"The students keep an account of their behaviour every day. They try to correct their mistake on the basis of such account by committing their mistake & taking a corrective step." (Example of self-awareness)

Figure 19: The impact of the MV programme on the MV teachers

The MV teachers mentioned a variety of areas in which they had experienced a change as a result of their involvement with the MV programme. Several MV teachers (28.4%) indicated that they had become more patient, particularly towards their students. Several MV teachers also mentioned that they felt more confident (15.2%) and had started thinking more positively (14.2%) since they began facilitating the MV programme. Various other behavioural and attitudinal changes were listed by the MV teachers, for instance, respect (12.1%); punctuality (10%); care and concern (8.4%); and discipline (7.3%). A small minority of the MV teachers (1%) stated that they had acquired leadership qualities or had become more self-aware. Following are a set of responses illustrating the above categories:

“I can have a better control on my anger. When the school teachers pass negative comments about MV program, I don’t retaliate but keep quite & continue with my job.”

“I have learnt to become patient. Frequency of getting agitated is going down. This is because I have realized that if I am trying to inculcate values in the students through MV sessions then I must first inculcate those values in myself.”

“I have developed confidence. I was given the responsibility of preparations for the annual gathering. Earlier I had never participated in any such activity. But I feel more confident now & I am eager to participate in such activities.”

“I have become more confident. I have acquired the skill to resolve conflict. I could single-handedly manage a school having 120 students without any difficulty or problem.”

“I have become confident. I did not have faith in myself that I could conduct an event on my own. But I organized the ‘Parents’ Meet’. This experience boosted my confidence manifold.”

“I look at everything positively, for example, initially it was monotonous, now it is creative.”

“I have developed a positive attitude of looking at various things. The MV syllabus is absolutely magical. Every lesson teaches you to do something good!”

“I have developed a habit of talking affectionately to the students, as a result a bond has been developed between me & the students. The students open up & talk to me freely about any problem or whatever they do.”

“I have become punctual. I plan the work & organize my time & resources accordingly.”

“I always had a special liking to be with the students. I have learnt to be friendlier, affectionate with them & feel concerned about them.”

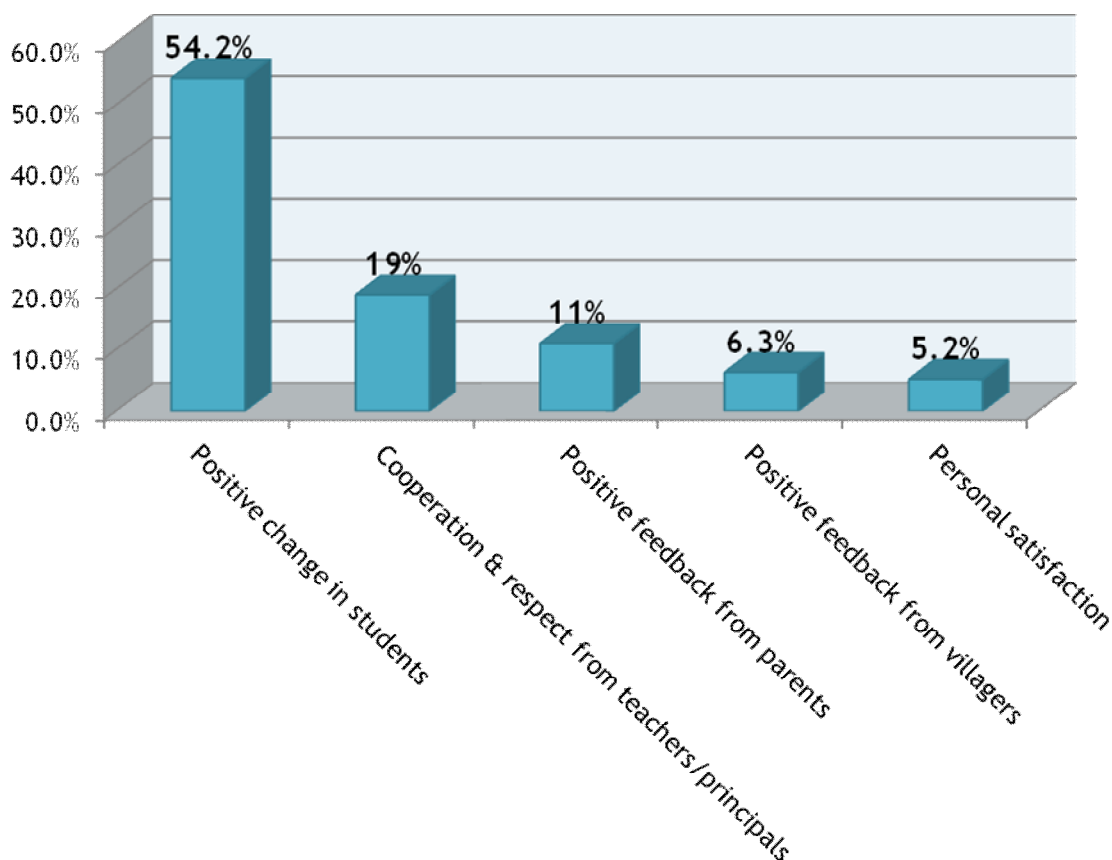
“I have become more responsible & utilize my time fully for constructive work.”

“I have developed leadership qualities & have developed confidence. I could run the entire school in the absence of the teachers.”

“I have started keeping an account of my behaviour every day. As a result I am seeing some positive changes & improvements in my behaviour.”

9. The MV teachers’ most positive and negative experiences in relation to Mulyavardhan programme

In open-ended questions in the survey, the MV teachers were asked to narrate their most positive and negative experiences in relation to the Mulyavardhan programme. Among the responses of 190 MV teachers there was sufficient homogeneity so that the answers could be collated into a few broader themes. Each open-ended response was categorised into its relevant theme depending on the content. Figures 20 and 21 show the distribution of the responses across the different themes

Figure 20: The MV teachers' most positive experiences in relation to MV

Only 8 (4.2%) out of 190 MV teachers said they had no positive experience. Of the remaining 182 MV teachers (54.2%), a majority mentioned a student-related experience as their most positive one. Given below are a few representative examples provided by the MV teachers:

“The virtues & values taught in the MV sessions are imbibed so well that the students are practicing them in their day to day life. They have become polite, & show respect towards the elders.”

“Students have started studying on their own. They take care of the siblings & teach them games & songs. They teach the songs & games to family members too.”

“The students are opening up. They put forward their opinions very candidly.”

“The students speak the ‘language of MV’. If some students fight with each other, the others remind them of the ‘Golden Rule’. They say, ‘Our hand are for help not for hitting others.’”

“The students are mixing up with opposite gender students without any hesitation. They share their thoughts in pairs & exchange their ideas. As a result even the parents’ attitude has also changed. They do not think negatively about boys & girls sitting together in the class.”

“The students take care of the smaller children, protect them from fights & try to resolve conflicts.”

Several MV teachers (19%) also narrated a positive experience that involved gaining appreciation from the school teachers or the principal. It is apparent in their responses that the MV teachers cherish the feeling of being valued by the school staff. Following are a few responses in relation to this aspect:

“The teachers show great respect for me & give priority to my period.”

“All the teachers are happy as they know that MV program is the need of the hour.”

“The center head was impressed with the progress seen in the students. The students answered his questions very well. He felt that the values have been inculcated in the students in a proper manner. He also realized that as the students follow the ‘Golden rule’ there are less fights among them.”

Positive feedback from the parents and positive feedback from the villagers comprised the responses of 11% and 6.3% of the MV teachers respectively. Given below are some illustrative responses in this regard:

“Not only the students, but also the parents show intimacy towards me. They have respect for me. The parents are very comfortable in reporting about their children’s progress to me.”

“The parents in the village Domari were addicted to alcohol. The children convinced them to give up addiction by telling them the ill effects of alcohol on our body. The proportion of addicted parents has reduced.”

“Some of the parents take genuine interest in MV. They read the MV books by borrowing it from their children.”

“A program that was done on the 26th January received a great response from the villagers. I was given a due credit for planning & conducting that program. The principal also appreciated it.”

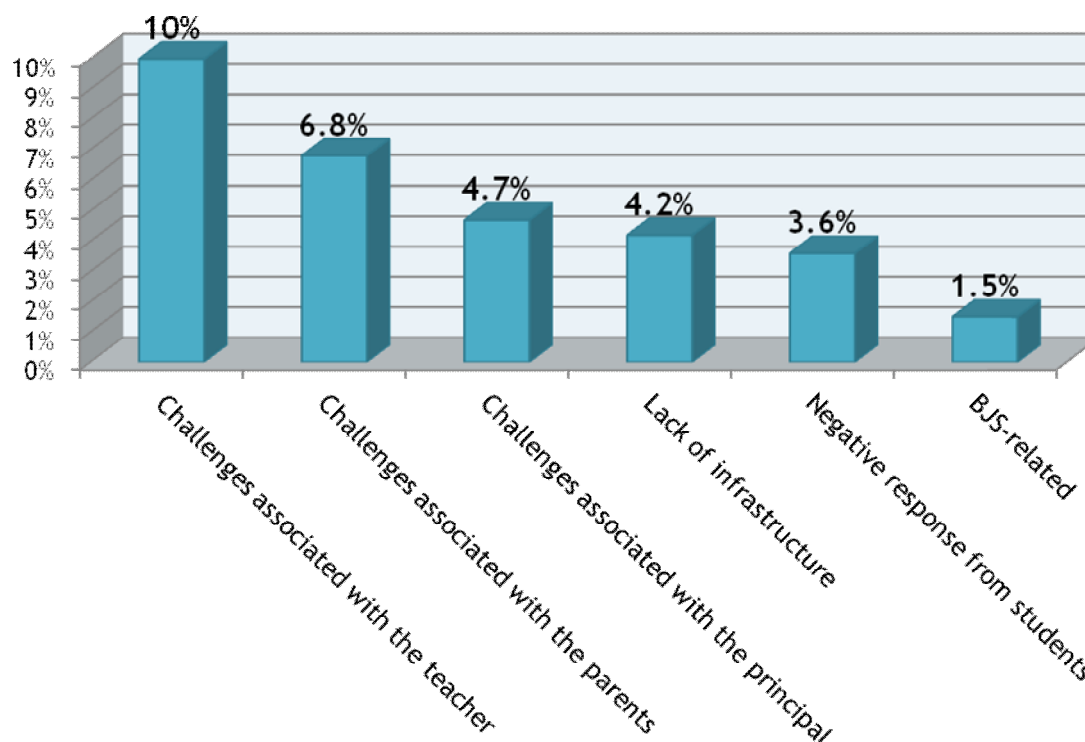
“The entire village community looks at me with respect. I feel proud that I am doing some good work.”

The remaining 5% of the MV teachers narrated a positive experience which involved personal and professional satisfaction as a result of their association with the MV programme. Given below are some typical responses:

“I am giving happiness to others. I am learning that while teaching one can learn a lot.”

“I am doing a job through which I am consistently deliberating values through honest efforts, in a trustworthy manner & therefore gaining respect from the society is a satisfying thought.”

“Even the students whom I don’t teach now still remember me.”

Figure 21: The MV teachers' most negative experiences in relation to MV

It is encouraging to note that a large majority of the MV teachers (69%) said they had no negative experience in relation to the MV programme. The remaining 59 MV teachers mentioned a negative experience related to different challenges. A few found it difficult to gain cooperation from the teachers (10%) and some other MV teachers found it difficult to gain cooperation from the parents (6.8%) or the principal (4.7%). A few MV teachers found it difficult to facilitate their MV sessions due to lack of required infrastructure at their school (4.2%) and some MV teachers were disheartened by a lack of response from the students (3.6%). Only a very small minority of MV teachers (1.5%) had a negative experience which was related to their employer, BJS.

Given below are a few typical responses illustrating the categories shown in Figure 21:

“During the census the school teachers were asking us to keep our work of teaching MV syllabus aside & help them to complete the school curriculum instead.”

“Parents do not send their children to school when they go for sugarcane harvesting.”

“One day the principal called me in her office & said that some employment opportunity has just been made available to us through this project. She also said that your program is not at all useful to us & no behavioural change is found among the students. She creates a trouble for us.”

“Some problems arise due to non availability of some basic facilities such as first aid kits. While playing if the students get hurt there is no such provision.”

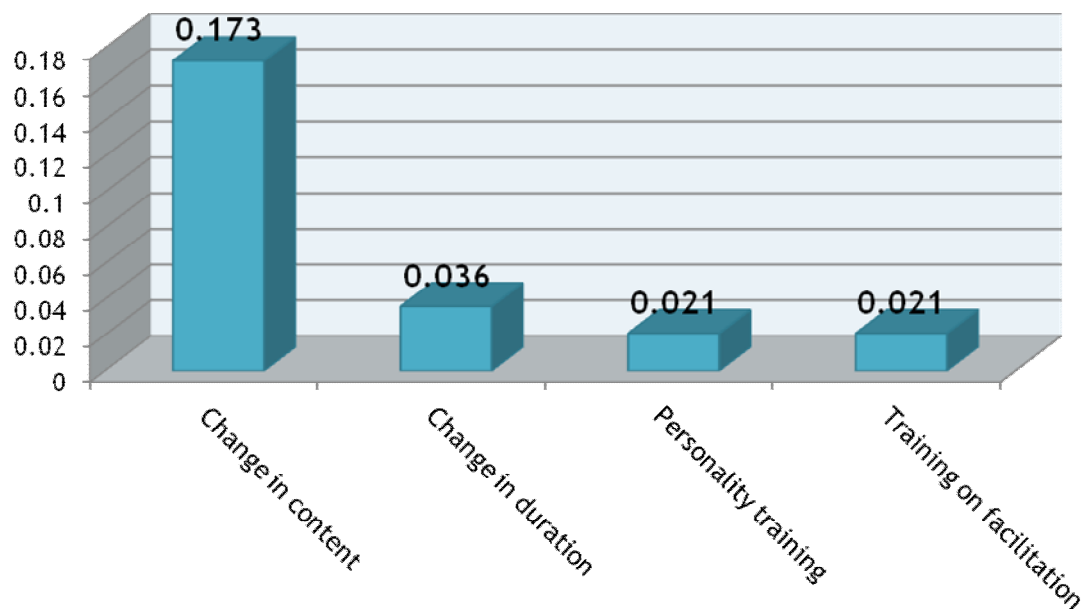
“No negative experience as such. Just one incident - Seeing one student throwing stones at a bird was a sad experience.”

“The supervisors or coordinators do not have faith in the MV teachers. This is really disheartening.”

10. Evolution in the Mulyavardhan programme and suggestions for improvement according to the MV teachers

The MV programme began in the June 2009. The current group of MV teachers had facilitated the MV sessions at the time of completing this impact assessment programme from a minimum of four months to a maximum of 18 months. It was considered important to gather their observations about the changes they had seen or experienced in the MV programme over the course of their role. The respondents answered an open-ended item in the survey and their responses were collated into similar categories. It was also considered useful to understand from the MV teachers' perspective about the scope for improvement in the MV programme. This too was an open-ended item and the MV teachers' responses were categorised into broader themes. Figures 22 and 23 show the responses of the MV teachers in relation to changes in the MV programme and suggestions for improvement respectively.

Figure 22: Changes that have taken place in the MV programme according to the MV teachers



Of the total group of 190 MV teachers, 78 mentioned that there had been no change in the programme. Another 64 MV teachers listed a change which was not directly related to the MV programme and those responses are not included here. The remaining 48 MV teachers mentioned a change which was categorised into one of the four displayed in Figure 22. A change in the content of the MV syllabus was the most frequently occurring category of response provided by 17.3% of the MV teachers. This was

followed by a change in the duration of the programme which was given by 3.6% of the respondents. About 2% of the MV teachers mentioned that they had received personality training and about the same percentage mentioned receiving further training in facilitation.

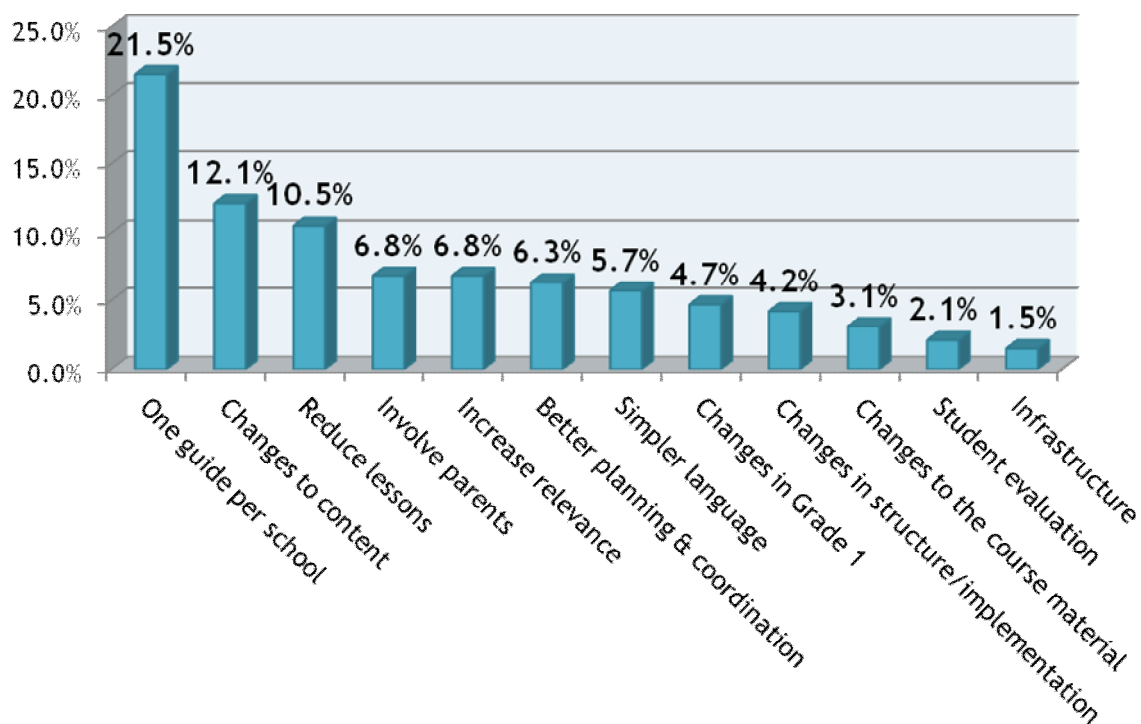
Following are a few examples illustrating these themes:

“The topics have changed, the number of songs have increased, the number of games have increased.”

“A change is observed in the titles of the lessons. They have been simplified.”

“The duration of period has changed. Some times I get 1 hour for the session.”

Figure 23: Suggestions for improving the MV programme according to the MV teachers



27 out of 190 MV teachers did not provide any suggestions for improving the MV programme. Among the remaining 163 MV teachers, a suggestion regarding allocation of a single MV teacher per school was the most frequently occurring one (21.5%). Several MV teachers (12.1) suggested changes to existing MV content. About 10% of the MV teachers suggested a reduction in the total volume of the syllabus. Approximately, 6% of the MV teachers said the programme can be strengthened by increasing its relevance for the students and a similar percentage of MV teachers suggested greater involvement of the parents would be helpful. Some MV teachers (6.3%) wanted better planning and coordination of the MV programme, while others (5.7%) said that the language in various chapters of the syllabus should be simplified. A few MV teachers (4.7%) mentioned changes which pertained particularly to grade 1. A few MV teachers

suggested changes to certain other aspects of the programme, for instance, structure and implementation (4.2%); course material (3.1%); student evaluation (2.1%); and infrastructure (1.5%).

Given below are typical responses from the MV teachers illustrating the range of suggestions listed in figure 10:

“The schools with a considerable number of students could have a MV teacher for the whole day.”

“One MV teacher could be allotted only one school. The MV teacher should go to the school every day so that the bond between the students & the MV teachers is strengthened.”

“The game Rabbit - rabbit -fox becomes competitive at stages. The students hurt themselves. Therefore the nature of this game could be changed a bit.”

“Sufficient number of relevant examples could be included in the syllabus which will cover universal values.”

“More pictures could be included in the syllabus because children learn more through pictures.”

“Every lesson should have stories.”

“The number of lessons is too large & hence can’t be taught thoroughly during the academic year.”

“The number of lessons for standard 2 & 3 are more. The lessons with similar content & are less important could be eliminated.”

“MV text books could be given to the students so that the parents would know what is being taught at the school in these sessions & how important is it for their children.”

The parents & families could be included in the MV program & could be introduced to some concepts taught in the program. This might be helpful in making them aware about their role in the development of their children.

“If the language of the book has a local flavour the students will enjoy the sessions more.”

“The lessons should be prepared in such a way so as to match the level of intelligence & grasping capacity of the students.”

“In this program many a times every one is not taken in to confidence. The H.O. people visit only a few schools & the other schools are neglected. As a result we don’t feel enthusiastic, encouraged & motivated.”

“The training about the syllabus teaching should be conducted only once, i.e. before the academic year begins. A detailed monthly plan of lesson completion should be ready at the beginning of the year under the annual plan.”

The language of the stories in the books needs to be simplified so that the students understand it.

“Difficult words such as compassion, empathy, conflict could be avoided.”

“The 1st students should not be made to write. They could be asked only to draw.”

“The lesson ‘Caring for Earth’ could be taken during the rainy season as the project related to this topics could be better implemented in this season.”

“Time table setting and proper syllabus design should be given to MV teacher.”

“The MV teachers could be given printed notes. The binding quality of the book could be better.”

“The activity book could be printed in Urdu so that students will be able to present their thoughts more effectively.”

“The MV books could be made smaller in size like that of the normal text books without having a lost in content.”

“A format could be prepared for evaluating the students’ progress where in all the parameters of changed behaviour in terms of virtues or values acquire could be shown & we can tick that column where the student has shown progress.”

“Changes in student should be recorded separately.”

“The classrooms could be nicely decorated.”

“Timely allotment of stationary should be done.”

Discussion

A survey questionnaire was constructed for the MV teachers to obtain their views and experiences in relation to the MV programme. As members of the MV team who facilitate the sessions every day, the MV teachers are one of the most important groups whose views need to be considered seriously. The profile information of the MV teachers showed that a good gender balance existed among them. They were all well qualified and had sufficient experience of facilitating the MV sessions.

The MV teachers viewed all aspects of the MV programme favourably. While these results are extremely encouraging, these claims, at the same time, need to be considered in the context of social desirability that sometimes operates in self-report methods. **Follow-on interviews with the MV teachers will help to bring out further nuances in their views.**

The MV teachers indicated extensive use of their experience diaries and also claimed to frequently record notes about their students and about changes in their own thinking/skills. **These are positive results and follow-up case studies will help to collect useful examples of such recorded observations which could be used in training new MV teachers.**

The MV teachers reportedly engaged their students in a variety of interesting activities. When asked about the topics they found difficult to teach, many MV teachers said none. However, some topics did emerge to be problematic for quite a few MV teachers at each of the four grades. **Further work will help to revise these areas and overcome challenges that some MV teachers were currently facing.**

Many MV teachers felt that of all the four grades, children from grade 4 learnt the most from the MV sessions. They reported to have observed several positive changes in their students since the start of the MV programme. Similarly, they also identified positive changes in their own behaviour, attitude, and thinking as a result of their association with the MV programme.

A large number of MV teachers claimed to have no negative experience in relation to the MV programme, however, almost all of them mentioned a positive experience in relation to the programme.

Many MV teachers felt that the programme had not really evolved since the start of their association with it. Finally, the MV teachers provided a number of very useful recommendations to strengthen the programme. The MV team should endeavour to incorporate these changes, particularly the ones mentioned in relation to the course content.

Children - Results and Discussion

Summary of key findings

1. 604 students from grades 1 to 4 participated in the survey. Of this group, a little over 50% were girls and the remaining were boys.
2. About 25% of the total group belonged to each of the four grades.
3. The top three most favourite topics in grade 1 were: Peace and happiness; We are all the same; Showing feelings
4. The top three most favourite topics in grade 2 were: Peaceful talk; Helpfulness; Listening to each other
5. The top three most favourite topics in grade 3 were: Our emotions; Good listening and not listening; Seeing good in others
6. The top three most favourite topics in grade 4 were: Empathy and the golden rule; Peacemakers are good listeners; Honesty
7. The top five least favourite topics in grade 1 were: consequence cards, showing feelings, make a face, kindness, and emotions picture file.
8. The top four least favourite topics in grade 2 were: what is peace and conflict?, my feelings, rules and laws, and listening to each other.
9. The top four least favourite topics in grade 3 were: overcoming conflict through peace, empathy and the golden rule, good listening and not listening, and if everything fails.
10. The top four least favourite topics in grade 4 were: dangers of conflict, causes of conflict, the threat of physical harm, and justice and fairness.
11. Some similarities were found in relation to the topics that the MV teachers found difficult to teach and the topics that the students listed as their least favourite.
12. Among the activities that children engage with in the MV sessions, playing games, drawing, and singing songs emerged as the most popular across all four grades.
13. The most positive experience that the students had in relation to the MV programme was their experience of helping others.
14. According to the children their parents and siblings took a keen interest in the MV programme.

Introduction

A survey questionnaire was constructed for children in grades 1 to 4 who were participating in the Mulyavardhan programme. The questionnaire consisted of items related to: the profile of the children; their most and least favourite topics from the MV syllabus; the activities that the children usually engaged in during their MV sessions; the activities that they enjoyed and the ones they were less fond of; aspects of the programme that the children found useful; their most positive experience since the start of the programme; and finally, their views about the interest that their family took in their MV sessions. Refer Appendix E for a copy of the questionnaire. The children are the most important stakeholders in the programme and their views are extremely important in developing the programme further.

1. Profile of the children

Figure 24 shows the gender of the children who responded to the survey. Of the 604 students, a little over 50% of the respondents were female. The remaining were male students and the data regarding the gender was missing for two respondents.

Figure 24: Gender of the children

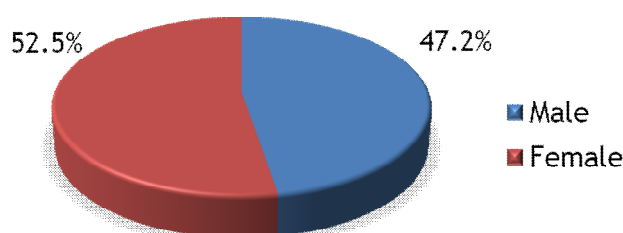
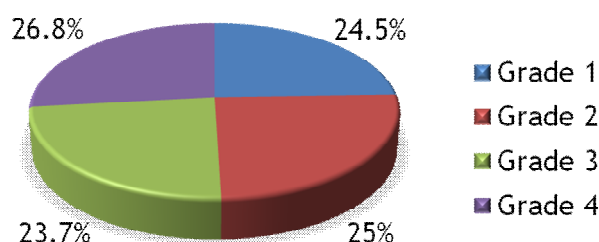


Figure 25 shows that there is a proportional distribution of respondents across grades 1 to 4 with about 25% of the students from each of the four grades.

Figure 25: Distribution of children across grades 1-4



2. Children's most and least favourite topics

The children in the survey were asked to list their most and least favourite topics. Table 19 shows the responses of the group in relation to the most favourite topics.

Table 19: Children's most favourite topics

Grade 1 (N=148)		Grade 2 (N=151)		Grade 3 (N=143)		Grade 4 (N=162)	
Topic	N	Topic	N	Topic	N	Topic	N
Peace and happiness	15	Peaceful talk	23	Our emotions	18	Empathy and the golden rule	19
We are all the same	15	Helpfulness	20	Good listening and not listening	15	Peacemakers are good listeners	14
Showing feelings	15	Listening to each other	14	Seeing good in others	12	Honesty	12
Make a face	13	Good listening	11	Love	11	Great peacemaker	9
Happy-sad-angry way	10	Emotions and feelings	10	Overcoming conflict through peace	10	A kindly tongue	8
Kindness	9	Seeing good in others	9	Truthfulness	10	Dangers of conflict	8
Helpfulness	9	Rules and laws	7	Respect	9	Causes of conflict	6
Consequence cards	9	Caring about feelings	8	The golden rule and listening	9	Cooperation	6
Friendship	8	My feelings	6	Empathy and the golden rule	8	Bring yourself to account each day	6
You are the same	7	Kindness	5	Caring for the earth	6	Love	6
Who is helpful?	7	Love	5	Controlling my anger	5	Care of the earth	6
Emotional picture file	5	Truthfulness	5	Golden rule: justice and fairness	5	Forgiveness	5
Politeness	3	Tree of peace	5	My actions affect how others feel	5	Seeing good in others	4
There's a big yellow elephant in my house!	3	Community circle: the name game	4	Practising peaceable behaviour	5	The threat of physical harm	3
All the beautiful people	1	Honour and obey our parents	2	My feelings	4	The golden rule and listening	3
Cooperation	1	Courtesy	2	Service to other	3	The human family	3
Friendly round robin	1	Cooperation	3	Helpfulness	2	Respect	3
Good listening	1	Sharing feelings in a community	3	Introduce your neighbour	2	Our emotions	3

What is peace and what is conflict?	1	Drawing feelings	1	The peace house	2	Justice and fairness	3
The shorties and the tallies	1	Caring for others	1	Showing feelings	1	Patience and setting goals	3
Our companions	1	Being responsible	1	If everything fails	1	Controlling my anger	3
-	-	Associate with good people	1	-	-	Kindness	2
-	-	A kindly tongue	1	-	-	Removing prejudices	2
						The goal of developing a virtue	2
-	-	Make a face	1	-	-	-	-
-	-	Our companions	1	-	-	-	-

Table 20 indicates that certain topics were more popular than others at each of the four grades. However, the reason for their popularity was not explored in this survey and could be explored in future work. Topics could be popular either because of the nature of content they cover, the activities related to them, or the way they are facilitated. It would be useful to identify the differing influence of these variables.

Table 20: Children's least favourite topics

Grade 1 (N=148)		Grade 2 (N=151)		Grade 3 (N=143)		Grade 4 (N=162)	
Topic	N	Topic	N	Topic	N	Topic	N
Consequence cards	21	What is peace and what is conflict?	11	Overcoming conflict through peace	11	Dangers of conflict	32
Showing feelings	20	My feelings	10	Empathy and the golden rule	10	Causes of conflict	16
Make a face	15	Rules and laws	9	Good listening and not listening	10	The threat of physical harm	10
Kindness	9	Listening to each other	7	If everything fails	9	Justice and fairness	10
Emotions picture file	8	Kindness	7	The human family	9	Dealing with conflict through the golden rule	8
Friendship clapping	5	Sharing feelings in community	7	My actions affect how others feel	8	Forgiveness	6

Helpfulness	5	Emotions and feelings	6	Practising peaceable behaviour	8	Caring for the earth	6
What is peace and what is conflict?	5	Caring about feelings	6	Controlling my anger	7	A kindly tongue	5
Drawing feelings	3	Helpfulness	6			Bring yourself to account each day	5
Friendly round robin	3	Our peaceful classroom	6	Our emotions	6	Increasing a conflict	5
Honesty	3	Good listening	5	Golden rule: justice and fairness	6	Great peacemaker	5
Happy-sad-angry way	3	Community circle: the name game	5	Good listening checklist	5	Empathy and the golden rule	5
We are all the same	3	Controlling my anger	5	Love	5	Patience and setting goals	3
You are the same	3	Cooperation	5	The introduce your neighbour game	5	Cooperation	3
Is everybody happy?	2	Consequence cards	4	Respect	4	Removing prejudices	3
Our companions	2	Patience	4	The global connection	3	Good listening and not listening	3
Who is helpful?	2	Courtesy	3	Services to others	3	Seeing good in others	2
What can happen as a result?	1	Love	3	Bring yourself to account each day	3	Introduce your neighbour game	1
There's a big yellow elephant in my house	1	Seeing good in others	3	Seeing good in others	2	The global connection	1
The human family	1	Bring ourselves to account each day	2	Our feelings	2	Services to others	1
Respect	1	Make a face	2	Caring for the earth	2	Quick decision making	1
Politeness	1	Peaceful talk	2	The goal of developing a virtue	2	Politeness	1

In our house	1	Respect	2	The golden rule and listening	2	Overcoming conflict through peace	1
Caring about feelings	1	Rules for caring	2	Truthfulness	2	Our emotions	1
All the beautiful people	1	Compassion and empathy	1	The peace house	1	Conflict resolution technique: share	1
-	-	Honour and obey our parents	1	Taking responsibility for problem solving	1	Controlling my anger	1
-	-	In our house	1	Kindness	1	Friendship and understanding each other's feelings	1
-	-	Showing feelings	1	Helping other	1	Honesty	1
-	-	The happy-sad-angry way	1	Cooperation in problem solving	1	My actions affect how others feel	1
-	-	The tree of peace	1	-	-	Truthfulness	1
-	-	There's a big yellow elephant in my house	1	-	-	-	-
-	-	We are all the same	1	-	-	-	-
-	-	Who is helpful?	1	-	-	-	-

In the survey, the children were asked to look through their MV activity books and indicate which was their least favourite topic. The responses of grade 1 students shows that the following topics emerged frequently as the least favourite topics: consequence cards, showing feelings, make a face, kindness, and emotions picture file. 26 children from grade 1 said they had no least favourite topic. Twenty children in grade 2 did not have a least favourite topic, however, for the remaining children the following topics emerged most frequently as the least favourite: what is peace and conflict?, my feelings, rules and laws, and listening to each other. In grade 3 while 12 students said they had no least favourite topic, the remaining did mention a number of topics. Among these most frequent were: overcoming conflict through peace, empathy and the golden rule, good listening and not listening, and if everything fails. Finally, in grade 4, 21 students said that they had no least favourite topic. Among the responses of the remaining students, the following topics occurred most frequently: dangers of conflict, causes of conflict, the threat of physical harm, and justice and fairness. It is important to note that dangers of conflict has emerged as particularly unpopular among the grade 4 students.

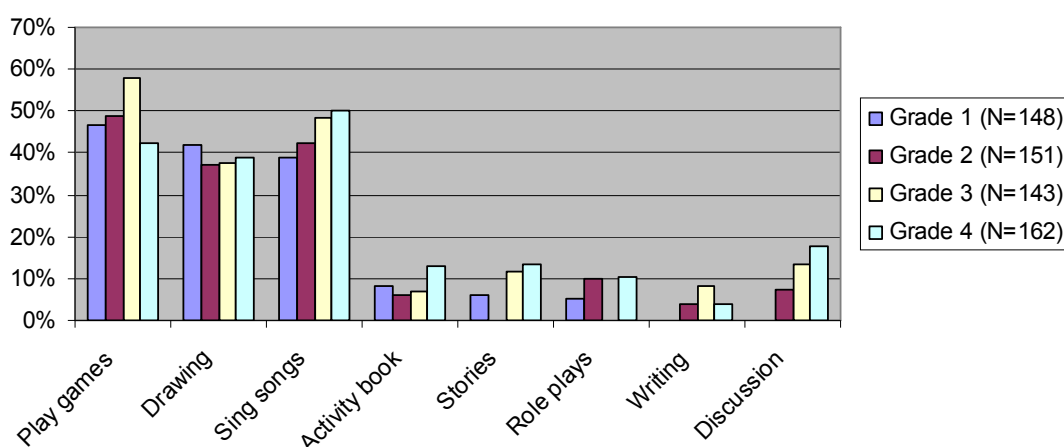
As with the favourite topics, so also with the least favourite topics, the reasons why some topics are less popular is not clear from this survey and could be explored in future work. Especially, in relation to the less favourite topics it is important to identify the reasons in order to address those issues and make the content more appealing to the students.

It is also important to note the similarities in the topics that the MV teachers found difficult to teach (see Table 17) and the topics that the students said were their least favourite. For instance, at grade 1, one of the topics, consequence cards, that the MV teachers said they found difficult to teach also emerged as the least favourite topic with the students. Similarly, at the grade 2, the MV teachers reported having difficulty with the topic rules and laws and this topic also emerged in the students' responses. At grade 4, causes of conflict seems to be an equally problematic topic for both the MV teachers and the students. Further work will address the reasons for these difficulties in greater detail.

3. Children's more and less preferred activities

The children were asked to list activities that they liked and wanted more of in their MV sessions. Figure 26 shows their preferences in relation to this aspect. The trends are fairly similar across grades 1-4 in that activities which involve games, drawing, and singing songs emerged as the most preferred. Completion of exercises in the activity book, narrating stories, performing role-plays, and writing were also listed, but by notably fewer children compared to the first group of activities. It is interesting to note that writing and discussions were mentioned only by students in grades 2, 3, and 4 and not by students in grade 1.

Figure 26: Activities that children would like more of in their MV sessions



The children were also asked to list the activities that they wanted less. The most frequently occurring responses were:

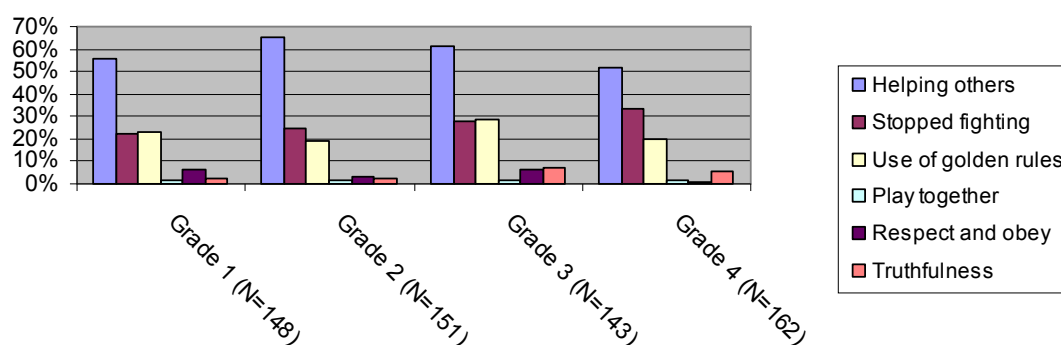
- Narrating stories
- Writing
- Discussions

This also matches the responses in Figure 3 which shows that stories, writing, and discussions were not particularly preferred.

4. Children's most positive experience in relation to the Mulyavardhan programme

The children were asked to narrate their most positive experience since the start of the MV programme. The open-ended responses were collated and categorised into the broader themes listed in Figure 27. The data shows that 'helping other' was the most frequently occurring category of response among the children across all four grades. The children indicated that they had started helping their friends, classmates, and family members more often. This was followed by the next most frequently occurring category 'stopped fighting'. In this regard, the children stated that they had stopped getting into conflict with each other because of the lessons learnt from the MV programme. 'Use of golden rules' was also mentioned by several children. According to these children they were following the golden rules taught to them in their MV sessions. Additionally, some children also mentioned that they were 'playing together', showing 'respect and obedience' to their elders, and were being more honest and truthful. The pattern of responses is very similar across the entire sample of children.

Figure 27: Children's most positive experience as a result of participating in the MV programme



5. Part of the Mulyavardhan programme that children found most useful

In the survey, the children were asked to indicate an aspect of the session they found most useful. The objective of this question was to understand if there was some particular content or technique or another aspect that was especially relevant for this children. However, the responses provided by the children almost the same as their responses in the previous section - their most positive experience as a result of participating in the MV programme. Therefore, the data for this section will not be discussed any further.

6. Family's interest in the Mulyavardhan programme

The children were asked to indicate if their family took an interest in their MV programme. Table 19 shows the results for these items.

Table 21: Interest expressed by the families of the children in the MV programme

Family's interest in the programme	Positive or negative orientation	Mean score	Overall opinion of the group	Standard deviation
Parents' interest in the programme	Positive	2.38	Agree	1.3
Siblings' interest in the programme	Positive	2.45	Agree	1.4

604 students responded to the question about their parents' interest in their programme. The mean score of 2.38 for this item shows that on the whole children were positive and agreed that their parents were indeed taking an interest in their new programme. Similar results can be seen for the interest taken by the students' siblings. 603 students responded to this item and the mean score of 2.45 shows that on the whole children felt that their siblings also took an interest in their programme.

Discussion

The overall response from this group of children is very positive. They appear to enjoy the MV content and the activities. Both in terms of content and approach, there is a lot of novelty for the students and perhaps the opportunities and experiences they receive in these sessions is less incomparable to the rest of their academic experience. Moreover, they also report that their families are taking an interest in their new programme.

The data for the most and least favourite topics shows a variety in the students' responses. Further work will shed light on what makes these topics more or less preferred. It is also interesting to note the similarities between the topics that the MV teachers found difficult to teach and the topics that the students reported as their least favourite. Further case study work will address the problematic areas and suggest ways forward.

Overall Comparisons

Summary of key findings

1. On most aspects related to the MV programme, the principals' and the government teachers' views were very closely aligned.
2. The MV teachers' claim and the government teachers' experience in relation to a common element was very similar.
3. The government teachers did not report receiving any regular feedback from the parents. The children's data showed that according to them, their families were taking a keen interest in the MV programme.

Introduction

A comparison was carried out between the principals' and the government teachers' views. The questionnaires for these two groups of respondents comprised a set of overlapping questions related to certain aspects of the programme. It is of interest to determine the extent to which the views of these groups are similar or dissimilar. The means for each of these items were calculated for the two groups of respondents, that is, for 40 principals and 59 government teachers. It is important to note that only the views of the respondents from the main sample (40) schools were considered in this chapter. A comparison is also carried out between the MV teachers' reported data and the government teachers' views. Once again, it is noted that only the data of the respondents from the main sample schools was considered.

1. Comparison between principals' and government teachers' views

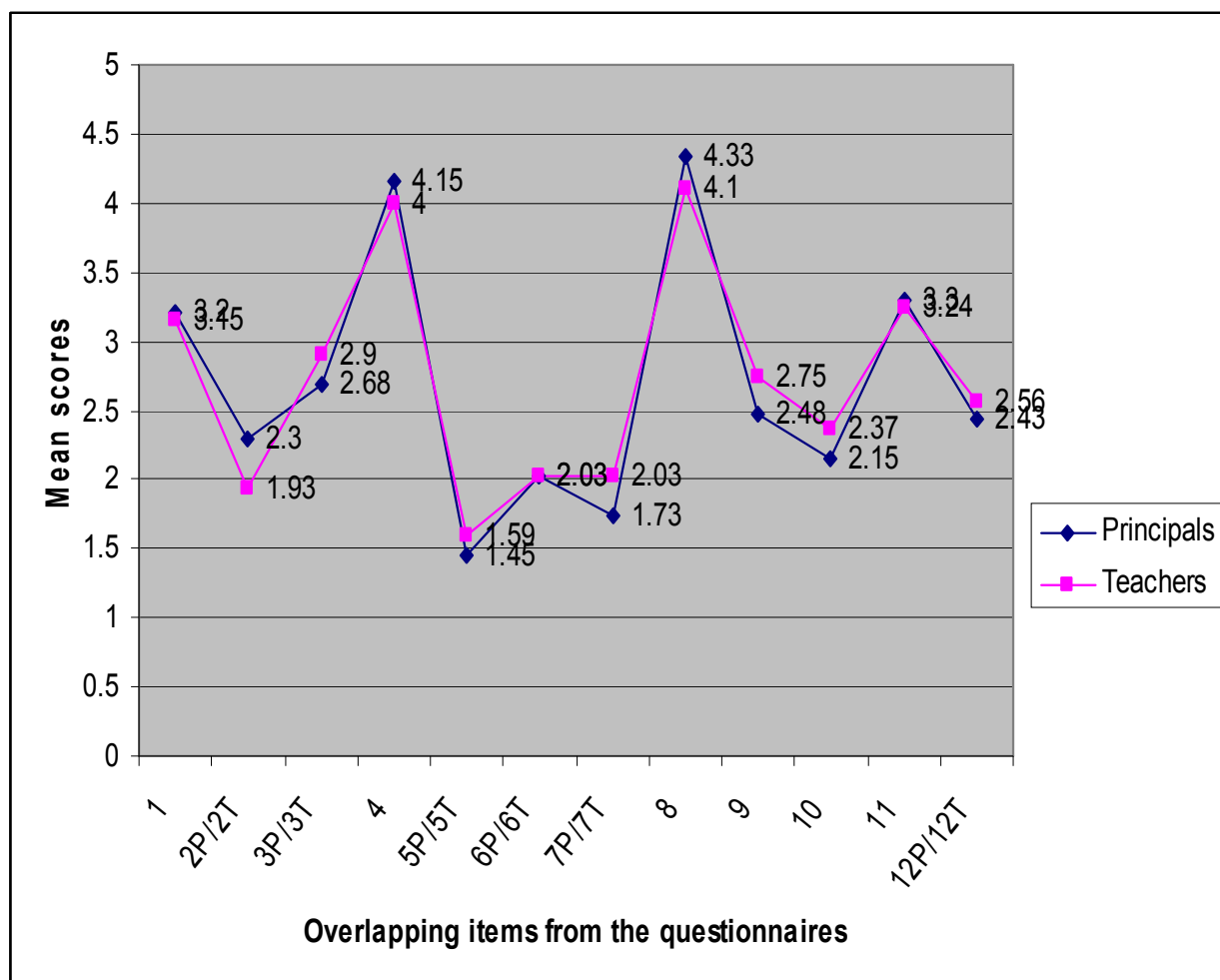
The following 12 likert items were common between the principals and the teachers surveys. Some items were worded slightly differently for the two groups to suit their respective contexts. The principals and the government teachers were asked to respond to each of those items on a 5-point scale, where, 1=strongly agree; 2=agree; 3=neither agree nor disagree; 4=disagree; 5=strongly disagree. Some items were positively worded, so lower scores on these items meant that those aspects of the programme were viewed favourably or were successful. Additionally, some items were worded negatively and lower scores on those items meant that the respondents were viewing those aspects unfavourably or those aspects were not successful in terms of their impact.

1. Time-tabling of MV classes was difficult
- 2P. The infrastructure of the school/classrooms was adequate to host the MV programme (Principals' questionnaire)
- 2T. The infrastructure of the my class was adequate for hosting the MV programme (Government Teachers' questionnaire)

- 3P. The infrastructure of the school/classrooms had to be upgraded/changed before the implementation of the MV program (Principals' questionnaire)
- 3T. The infrastructure of the my class had to be updated/changed for hosting the MV programme (Government Teachers' questionnaire)
- 4. The MV teacher implementing the MV programme does not understand the school culture
- 5P. The MV teacher implementing the MV programme gets along well with the teachers (Principals' questionnaire)
- 5T. The MV teacher implementing the MV programme gets along well with me (Government Teachers' questionnaire)
- 6P. The MV teacher implementing the MV programme provides regular updates about the programme's impact on his/her students (Principals' questionnaire)
- 6T. The MV teacher implementing the MV programme provides regular updates to me about the programme's impact on my students (Government Teachers' questionnaire)
- 7P. The MV teacher implementing the MV programme is an effective facilitator who can make a difference to children's behaviour and attitude (Principals' questionnaire)
- 7T. The MV teacher implementing the MV programme is an effective facilitator who can make a difference to my students' behaviour and attitude (Government Teachers' questionnaire)
- 8. I don't think this is a worthwhile programme and it should not be implemented in schools
- 9. My own teaching style has changed because of what I have learnt/observed from the MV sessions
- 10. The MV programme has had a positive impact on the frequency of disciplinary problems (the number of disciplinary problems have reduced)
- 11. The MV programme has no impact on the drop-out rate in this school
- 12P. As a result of the MV programme the school attendance has improved (Principals' questionnaire)
- 12T. As a result of the MV programme the attendance in my class has improved (Government Teachers' questionnaire)

Figure 28 shows the mean scores of the principals and teachers in relation to various MV aspects. It can be seen that the views of the two groups are very comparable or similar. Both groups on the whole neither agreed nor disagreed that the timetabling of MV sessions was difficult (item 1). The principals and teachers generally agreed that the infrastructure of the school/classroom was adequate for hosting the MV programme (item 2P/2T). Similarly both groups neither agreed nor disagreed that the infrastructure of the class/school had to be upgraded for hosting this new programme (item 3P/3T). Both principals and teachers had a positive view of the MV teacher as they disagreed with the item that the MV did not understand the school culture (item 4). The principals strongly agreed that the MV teacher got along well with the government teachers; the government teachers agreed with the same aspect (item 5). Both groups of respondents agreed that they received regular updates from the MV teachers about the progress of their students (item 6P/6T). Both groups felt that the MV teacher was an effective facilitator who could make a difference to their students' behaviour and attitude (item 7P/7T). The principals and the government teachers were in principle committed to the programme as they disagreed with the statement that the MV programme was not worthwhile and should not be implemented in schools (item 8). While the principals agreed that their teaching style had changed because of what they had learnt/observed from the MV sessions, the government teachers neither agreed nor disagreed with this aspect (item 9). In terms of the impact on disciplinary problems, both groups agreed that the programme had resulted in a positive impact (item 10). Both groups neither agreed nor disagreed with the impact on the drop out rate. However, as mentioned in the earlier chapters, it was too early to draw any conclusions about this outcome (item 11). While the principals generally agreed that the attendance in their school had improved as a result of the MV programme, the teachers neither agreed nor disagreed with this (item 12P/12T).

Figure 28: A comparison of the principals' and teachers' views in relation to various Mulyavardhan elements



Note: The overall opinion of the group is based on the mean scores as follows: 1.00 to 1.50 = strongly agree; 1.51 to 2.50 = agree; 2.51 to 3.5 = neither agree nor disagree; 3.51 to 4.50 = disagree; 4.51 to 5.00 = strongly disagree

2. Comparison between government teachers' and MV teachers views

The MV teachers in their survey were asked if before starting the MV sessions they took advice from the class teachers and gathered information about their students. On the other hand, the teachers were asked if before the MV programme was implemented, whether the MV teacher facilitating the programme went to them for more information related to their class/students. The results are encouraging as the 49 MV teachers who were facilitating sessions in the sample schools at the time of completing the survey, with a mean score of 1.75, agreed that they had approached the government teachers in their allocated schools for more information. Similarly, the government teachers, with a mean score of 2.05, on their corresponding item also agreed that they had been contacted by the MV teacher for more advice on their students.

3. Comparison between the government teachers' and students' views

An area that emerged in several respondents' data was that they hoped for greater involvement from the parents to enable the MV programme to be more successful. The government teachers responded to two items in the questionnaire about the feedback received from the parents. The children also responded to two items in their questionnaire in relation to the interest their family took in their MV sessions. While these sets of items are not truly related, it might be assumed that one in which parents' interest in the programme might manifest is via greater interaction with the government teachers. Therefore, it was of interest to compare the results of these items. Table 22 shows mean scores of the two groups.

Table 22: Comparison between the government teachers' and students' views

Items from the government teachers questionnaire	Mean score	Overall opinion
Parents often come to me with feedback about positive changes in their children's attitude/behaviour at home	2.97	Neither agree nor disagree
Parents rarely come to me with feedback about positive changes in their children's attitude/behaviour at home	3.19	Neither agree nor disagree
Item from the students questionnaire		
Your Parents are taking interest in what you are learning in Mulyavardhan programs and are desirous to know about it	2.38	Agree
Your Siblings are taking interest in what you are learning in Mulyavardhan programs and are curious/desirous of learning more about it.	2.45	Agree

Note: The overall opinion of the group is based on the mean scores as follows: 1.00 to 1.50 = strongly agree; 1.51 to 2.50 = agree; 2.51 to 3.5 = neither agree nor disagree; 3.51 to 4.50 = disagree; 4.51 to 5.00 = strongly disagree

Table 22 shows that on the whole the teachers felt that the parents were not really interacting with them. The students' data shows that their family was taking an interest in their MV sessions. As stated earlier, these two data are not entirely comparable, but shed some interesting light on the involvement of the families. This suggests that it might be advantageous to encourage the parents to interact with the teachers concerning the MV programme.

Conclusions, recommendations, and further work

1. Conclusions

As part of MV Impact Assessment, Phase 1, a survey was conducted with principals, teachers, coordinators, MV teachers, and students. The responses obtained showed that on the whole these stakeholders held an extremely positive view of the MV programme. The responses also indicated that the programme had a positive impact on a number of areas.

2. Recommendations

The overall response of the sample in relation to different aspects of the MV programme was reassuringly very positive. However, a few important suggestions were made to further strengthen the programme.

The research team recommends revision of the MV curriculum/syllabus: It is important to examine the syllabus in greater detail. Themes related to syllabus improvement occurred in the responses provided by the principals, school teachers, coordinators, and the MV teachers. The research team recommends that a committee should be formed to revise the syllabus. This committee should comprise several MV teachers because they have direct experience of what kind of content their students respond well to. The MV teachers will also help to bring a ‘local flavour’ to the content which will address the relevance issue raised by the respondents (government teachers, principals, MV teachers and coordinators). The committee should be supervised by a research team that will provide direction to the changes. Moreover, the content needs to be simplified and grounded in some well researched moral education paradigm rather than its current form which is a voluminous mixture of all sorts of topics. Additionally, the age appropriateness of the topics needs to be determined as the MV teachers indicated that some of the content appears to be quite abstract for the youngest children. These revisions to the MV syllabus will ensure that it is: relevant, age appropriate, and manageable. Finally, involving the MV teachers in this task will ensure that they are even more committed to delivering the content effectively.

The research team recommends creating standardised formats and processes for regular student assessment: This is an area which is not explicitly incorporated in the MV programme. While on the one hand, the MV syllabus is quite large and intense, on the other hand, the focus on assessment is minimal or non-existent. The MV teachers indicated in the survey that they struggled at times with the delivery of this extensive syllabus and arguably did not have much time left to assess the progress of their students. Although the MV teachers reported that they used their experience diaries to record notes about their students, there needs to be more structured and standardised format of assessment which the MV teachers would be able to use easily in their sessions. Furthermore, both the principal and teacher respondents also mentioned the need to assess students to determine changes in their behaviour, attitude, and thoughts. This ongoing structured assessment will help to provide direction to the MV

teaching and also serve as a concrete portfolio of outcomes which could be show cased in front of prospective schools, government officials, and various other stakeholders.

The research team recommends certain areas for further training of the MV teachers: BJS has put in place a comprehensive and rigorous initial orientation for their new MV teachers. In addition, it is recommended that some ongoing training be provided to the MV teachers to empower them to deal with difficult interpersonal situations at their school, particularly in relation to their interactions with the principals and teachers. The MV teachers in their survey indicated that at times they had to manage particularly challenging situations resulting from a lack of cooperation from the teachers or the principal of their school. Another area where the MV teachers can be provided with some support would be in their use of experience diaries and student observations. Although, the MV teachers reported using the experience diaries, the nature and extent of the use seems to be quite varied.

The research team recommends developing ways of involving the parents and teachers: It is perhaps sensible to assume that the MV programme will have a more powerful and far reaching impact if more of the children's families and their teachers were also involved in the programme to an extent. This echoes the suggestions provided by the MV teachers, the principals, and the school teachers who responded to the survey. One area where immediate change is suggested is to provide the school teachers with more detailed information about the MV sessions so that (i) they feel more included, and (ii) they could perhaps align their own teaching with the MV delivery methodology.

3. Further work

In addition to contributing to the recommendation mentioned in Section 2, the research team also suggests initiating Impact Assessment Phase 2. A main limitation of surveys is that respondents often attempt to provide socially desirable answers. While, Impact Assessment Phase 1 provides a macro view of the changes, further work needs to be carried out to understand the details of the changes in the schools. The follow-on case studies will also enable identification of the schools with best practices which could serve as model schools for the rest of the MV. Additionally, while a number of positive outcomes were reported by the sample, it is difficult to determine the extent to which these changes were a result of the MV content, the techniques of facilitation employed by the MV teachers, or the general support received from the staff at those schools. Further work using interviews, focus groups, and observations will shed more light on the role of these different variables. The case studies will also identify the schools with best practises and the MV staff belonging to those schools could be involved in the training of the new MV teachers.



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Appendices

Appendix A - Questionnaire for Principals

Please read each question carefully. You will need to answer the multiple choice questions by ticking only ONE response. However, for Question 6, please tick in the appropriate boxes. Please write brief answers for questions 23 and 24. Please respond to every question. We thank you for your time and your responses.

1. School Number:

2. Age Group: 20-30 ☐ 31-40 ☐ 41-50 ☐ 50+ ☐

3. Gender: Male / Female

4. Principal at this school since: 0-3 years ☐ 4-8 years ☐

9-12 years ☐ 13-16 years ☐ 17-20 years ☐ 20+ ☐

5. Total number of years of teaching experience: 0-3 years ☐ 4-8 years ☐

9-12 years ☐ 13-16 years ☐ 17-20 years ☐ 20+ ☐

6. Subjects currently taught and to which classes:

Subject/Grade	1	2	3	4	5	6	7	8	9	10	11	12
Maths												
Science												
Social Studies												
English												
Hindi												
Marathi												
Other												

7. The time I am able to devote to the MV programme would be approximately

1 hour per day ☐

1 hour per week ☐

1 hour per month ☐

I would like to be regularly involved in the programme, but my
schedule doesn't permit ☐

Other, please specify ☐

8. Time-tabling of MV classes was difficult

Strongly agree	Agree	Neither agree nor disagree	Disagree	Strongly disagree

9. The infrastructure of the school/classrooms was adequate to host the MV
programme

Strongly agree	Agree	Neither agree nor disagree	Disagree	Strongly disagree

10. The infrastructure of the school/classrooms had to be upgraded/changed before
the implementation of the MV program

Strongly agree	Agree	Neither agree nor disagree	Disagree	Strongly disagree

11. The MV teacher implementing the MV programme does not understand the school
culture

Strongly agree	Agree	Neither agree nor disagree	Disagree	Strongly disagree

12. The MV teacher implementing the MV programme gets along well with the teachers

Strongly agree	Agree	Neither agree nor disagree	Disagree	Strongly disagree

13. The MV teacher implementing the MV programme provides regular updates about the programme's impact on his/her students

Strongly agree	Agree	Neither agree nor disagree	Disagree	Strongly disagree

14. The MV teacher implementing the MV programme is an effective facilitator who can make a difference to children's behaviour and attitude

Strongly agree	Agree	Neither agree nor disagree	Disagree	Strongly disagree

15. I don't think this is a worthwhile programme and it should not be implemented in schools

Strongly agree	Agree	Neither agree nor disagree	Disagree	Strongly disagree

16. My own teaching style has changed because of what I have learnt/observed from the MV sessions

Strongly agree	Agree	Neither agree nor disagree	Disagree	Strongly disagree

17. The MV programme has had a positive impact on the frequency of disciplinary problems (the number of disciplinary problems have reduced)

Strongly agree	Agree	Neither agree nor disagree	Disagree	Strongly disagree

18. The MV programme has no impact on the drop-out rate in this school

Strongly agree	Agree	Neither agree nor disagree	Disagree	Strongly disagree

19. As a result of the MV programme the school attendance has improved

Strongly agree	Agree	Neither agree nor disagree	Disagree	Strongly disagree

20. My own management style has changed because of what I have learnt/observed from the MV sessions

Strongly agree	Agree	Neither agree nor disagree	Disagree	Strongly disagree

21. I have noticed positive changes in the other teachers since the MV programme began in this school

Strongly agree	Agree	Neither agree nor disagree	Disagree	Strongly disagree

22. The teachers tend to complain about the MV sessions taking up important teaching time.

Strongly agree	Agree	Neither agree nor disagree	Disagree	Strongly disagree

23. What would you say is the biggest change you have noticed/experienced since the implementation of the MV programme?

24. Is there any way in which the MV programme could be improved?

Appendix B - Questionnaire for Teachers

Please read each question carefully. You will need to answer the multiple choice questions by ticking only ONE response. However, for Question 6, please tick in the appropriate boxes. Please write brief answers for questions 28 and 29. Please respond to every question. We thank you for your time and your responses.

1. School Number:

2. Age Group: 20-30 ☐ 31-40 ☐ 41-50 ☐ 50+ ☐

3. Gender: Male / Female

4. Teaching at this school since: 0-3 years ☐ 4-8 years ☐

9-12 years ☐ 13-16 years ☐ 17-20 years ☐ 20+ ☐

5. Total number of years of teaching experience: 0-3 years ☐ 4-8 years ☐

9-12 years ☐ 13-16 years ☐ 17-20 years ☐ 20+ ☐

6. Subjects currently taught and to which classes

Subject/Grade	1	2	3	4	5	6	7	8	9	10	11	12
Maths												
Science												
Social Studies												
English												
Hindi												
Marathi												
Other												

7. The time I am able to devote to the MV programme would be approximately

1 hour per day ☐

1 hour per week ☐

1 hour per month ☐

I would like to be regularly involved in the programme,
but my schedule doesn't permit ☐

Other, please specify ☐

8. Time-tabling of MV classes was difficult

Strongly agree	Agree	Neither agree nor disagree	Disagree	Strongly disagree

9. The infrastructure of the my class was adequate for hosting the MV programme

Strongly agree	Agree	Neither agree nor disagree	Disagree	Strongly disagree

10. The infrastructure of the my class had to be updated/changed for hosting the MV programme

Strongly agree	Agree	Neither agree nor disagree	Disagree	Strongly disagree

11. The MV teacher implementing the MV programme does not understand the school culture

Strongly agree	Agree	Neither agree nor disagree	Disagree	Strongly disagree

12. The MV teacher implementing the MV programme gets along well with me

Strongly agree	Agree	Neither agree nor disagree	Disagree	Strongly disagree

13. The MV teacher implementing the MV programme provides regular updates to me about the programme's impact on my students

Strongly agree	Agree	Neither agree nor disagree	Disagree	Strongly disagree

14. The MV teacher implementing the MV programme is an effective facilitator who can make a difference to my students' behaviour and attitude

Strongly agree	Agree	Neither agree nor disagree	Disagree	Strongly disagree

15. I don't think this is a worthwhile programme and should not be implemented in schools

Strongly agree	Agree	Neither agree nor disagree	Disagree	Strongly disagree

16. My own teaching style has changed because of what I have learnt/observed from the MV sessions

Strongly agree	Agree	Neither agree nor disagree	Disagree	Strongly disagree

17. The MV programme has had a positive impact on the frequency of disciplinary problems in my class (the disciplinary problems have reduced)

Strongly agree	Agree	Neither agree nor disagree	Disagree	Strongly disagree

18. The MV programme has had no impact on the drop-out rate in this school

Strongly agree	Agree	Neither agree nor disagree	Disagree	Strongly disagree

19. As a result of the MV programme the attendance in my class has improved

Strongly agree	Agree	Neither agree nor disagree	Disagree	Strongly disagree

20. Before the MV programme was implemented, the MV teacher facilitating the programme came to me for more information related to my class/students

Strongly agree	Agree	Neither agree nor disagree	Disagree	Strongly disagree

21. I feel that as a result of the MV programme my students have become better at problem-solving and conflict resolution

Strongly agree	Agree	Neither agree nor disagree	Disagree	Strongly disagree

22. I feel that as a result of the MV programme my students have become more cooperative

Strongly agree	Agree	Neither agree nor disagree	Disagree	Strongly disagree

23. I feel that as a result of the MV programme my students have become more confident

Strongly agree	Agree	Neither agree nor disagree	Disagree	Strongly disagree

24. The MV programme has had a more positive impact on the girls in my class compared to the boys in my class

Strongly agree	Agree	Neither agree nor disagree	Disagree	Strongly disagree

25. The M V programme has had a more positive impact on the boys in my class compared to the girls in my class

Strongly agree	Agree	Neither agree nor disagree	Disagree	Strongly disagree

26. Parents often come to me with feedback about positive changes in their children's attitude/behaviour at home

Strongly agree	Agree	Neither agree nor disagree	Disagree	Strongly disagree

27. Parents rarely come to me with feedback about positive changes in their children's attitude/behaviour at home

Strongly agree	Agree	Neither agree nor disagree	Disagree	Strongly disagree

28. What would you say is the biggest change you have noticed/experienced since the implementation of the MV programme?

29. Is there any way in which the programme could be improved?

Appendix C - Questionnaire for Coordinators

Please read each question carefully. You will need to answer the multiple choice questions by ticking only ONE response. However, for Question 4, please tick in the appropriate boxes. Please write brief answers for Questions 9 to 13. Please respond to every question. We thank you for your time and your responses.

1. Age Group: 20-30 ☐ 31-40 ☐ 41-50 ☐ 50+ ☐

2. Gender: Male / Female

3. Working as a coordinator for: 7-10 months ☐ 4-6 months ☐

less than 4 months ☐

4. Educational qualifications: University graduate ☐ Postgraduate ☐
Diploma ☐

5. Teaching Qualifications: B.Ed ☐ D.Ed ☐

6. Previous teaching experience:

No ☐

If no, what was your previous occupation?

Yes ☐

If yes, for how many years (less than 3 years; 4-6 years; 7-10 years; more than 10 years)

7. How many guides do you supervise?

8. How often do you meet each guide?

Once a day

Once a week

Twice a week

Once a month

9. Could you briefly mention two common concerns/challenges/difficulties that the guides share with you?
10. Could you list two characteristics that are important to be an effective guide?
11. Briefly describe the most positive experience that a guide has shared with you in relation to the delivery of the MV programme.
12. What would you say is the biggest change you have noticed/experienced in yourself since the implementation of the MV programme?
13. Is there any way in which the MV programme could be improved?

Appendix D - Questionnaire for MV teachers

Please read each question carefully. You will need to answer the multiple choice questions by ticking only ONE response. However, for Questions 7 and 32, please tick in the appropriate boxes. Please write brief answers for Questions 39 to 48. Please respond to every question. We thank you for your time and your responses.

The MV teacher will fill in the questionnaire for each school that she/he is responsible for

1. School Number:

(The school that the MV teacher is responsible for)

2. Age Group: 20-30 ☐ 31-40 ☐ 41-50 ☐ 50+ ☐

3. Gender: Male / Female

4. Working as a MV teacher for: 18 months ☐ 13-17 months ☐

9-12 months ☐ 4-8 months ☐ less than 4 months ☐

5. Educational qualifications: University graduate ☐ Postgraduate ☐
Diploma ☐

6. Teaching Qualifications: B.Ed ☐ D.Ed ☐

7. Previous teaching experience:

No ☐

If no, what was your previous occupation?

Yes ☐

If yes, for how many years (less than 3 years; 4-6 years; 7-10 years; more than 10 years)

8. I think that the initial period of syllabus training and induction was too short

Strongly agree	Agree	Neither agree nor disagree	Disagree	Strongly disagree
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

9. I found the initial training useful for preparing myself to start the Mulyavardhan sessions

Strongly agree	Agree	Neither agree nor disagree	Disagree	Strongly disagree

10. I found the training provided for 'working with the school principal' useful

Strongly agree	Agree	Neither agree nor disagree	Disagree	Strongly disagree

11. I found the training given for 'working with teachers' useful

Strongly agree	Agree	Neither agree nor disagree	Disagree	Strongly disagree

12. The 45 days of on-the-job training was useful

Strongly agree	Agree	Neither agree nor disagree	Disagree	Strongly disagree

13. The teaching and learning situations discussed in the training were very different from what I experienced when I started delivering the Mulyavardhan sessions

Strongly agree	Agree	Neither agree nor disagree	Disagree	Strongly disagree

14. The topic 'creation of families, social and cultural activities' was covered adequately in the initial training

Strongly agree	Agree	Neither agree nor disagree	Disagree	Strongly disagree

15. The topic 'cooperative games, theory and practice' covered in the initial training enabled me to deliver the MV sessions effectively

Strongly agree	Agree	Neither agree nor disagree	Disagree	Strongly disagree

16. The topic 'theory of peace and value education from Mulyavardhan introduction' covered in the initial training enabled me to deliver the MV sessions effectively

Strongly agree	Agree	Neither agree nor disagree	Disagree	Strongly disagree

17. The topic 'sponge activity' covered in the initial training enabled me to deliver the MV sessions effectively

Strongly agree	Agree	Neither agree nor disagree	Disagree	Strongly disagree

18. I often use the 'story-telling skills' that were taught during the initial training

Strongly agree	Agree	Neither agree nor disagree	Disagree	Strongly disagree

19. I found the 'classroom discipline and management' skills covered during the initial training were useful for managing my class

Strongly agree	Agree	Neither agree nor disagree	Disagree	Strongly disagree

20. I often use the 'blackboard work' techniques that I learnt in the initial training

Strongly agree	Agree	Neither agree nor disagree	Disagree	Strongly disagree

21. I don't use the methods for 'observing children and evaluating the progress of the programme' that were suggested in the initial training

Strongly agree	Agree	Neither agree nor disagree	Disagree	Strongly disagree

22. I have used the 'anti-dropout campaign' techniques with my students

Strongly agree	Agree	Neither agree nor disagree	Disagree	Strongly disagree

23. The principal of my school is helpful and cooperative

Strongly agree	Agree	Neither agree nor disagree	Disagree	Strongly disagree

24. The teachers in the school give me advice on how to deal with certain children and disciplinary issues

Strongly agree	Agree	Neither agree nor disagree	Disagree	Strongly disagree

25. The teachers in the school come and ask me about Mulyavardhan sessions and are curious about the curriculum material

Strongly agree	Agree	Neither agree nor disagree	Disagree	Strongly disagree

26. Before starting the MV sessions I took advice from the class teachers and gathered information about their students

Strongly agree	Agree	Neither agree nor disagree	Disagree	Strongly disagree

27. I find the structure of Mulyavardhan prescriptive and feel that it hinders the sessions

Strongly agree	Agree	Neither agree nor disagree	Disagree	Strongly disagree

28. I find that girls in my classes are more motivated than the boys

Strongly agree	Agree	Neither agree nor disagree	Disagree	Strongly disagree

29. I find that the boys in my classes are more motivated than the girls

Strongly agree	Agree	Neither agree nor disagree	Disagree	Strongly disagree

30. The Mulyavardhan programme has had no impact on the drop-out rate in this school

Strongly agree	Agree	Neither agree nor disagree	Disagree	Strongly disagree

31. I often record my observations in the experience diary

Strongly agree	Agree	Neither agree nor disagree	Disagree	Strongly disagree

32. I record the following types of information in the experience diary (please tick all that apply)

Challenging situations that occurred during the session ☐

Progress made by certain children ☐

My grocery shopping list ☐

Mulyavardhan Lesson plan ☐

Other (please specify): ☐

33. How often do you record your observations of your students, for example, how they are responding to the MV sessions?

- Once a day ☐
 Twice a week ☐
 Once a week ☐
 Once a fortnight ☐
 Once a month ☐
 Never ☐

34. How often do you record your own progress/learning?

- Once a day ☐
 Twice a week ☐
 Once a week ☐
 Once a fortnight ☐
 Once a month ☐
 Never ☐

35. The topics listed in the curriculum are not that important. What is more important is how each topic is delivered.

Strongly agree	Agree	Neither agree nor disagree	Disagree	Strongly disagree

36. The disciplinary problems in my classes have reduced over time

Strongly agree	Agree	Neither agree nor disagree	Disagree	Strongly disagree

37. How often do your sessions include the following activities?

	Twice a week	Once a week	Once a fortnight	Once a month	Never
Role-plays					
Whole class discussion					
Lectures					

Small group work					
Working in pairs					
Art and craft					
Presentations by students					
Individual study					
Other, please specify					
Other, please specify					

38. How interested are your students in each type of activity?

	not interested all	slightly interested	interested	very interested	don't know
Role-plays					
Whole class discussion					
Lectures					
Small group work					
Working in pairs					
Art and craft					
Presentations by students					
Individual study					

Other, please specify					
Other, please specify					

39. Could you list two topics that were most difficult to teach? Why do you find these topics difficult to teach?

40. Could you list two topics that were the easiest to teach?

41. Could you list two topics that you found most interesting to teach?

42. Which Grade (of all the grades that you teach) do you think learns the most from the MV classes and why?

43. What would you say is the biggest change you have noticed/experienced in your students since the implementation of the MV programme?

44. What would you say is the biggest change you have noticed/experienced in yourself since the implementation of the MV programme?

45. Briefly describe your most positive experience in relation to the delivery of the MV programme

46. Briefly describe your most negative experience in relation to the delivery of the MV programme

47. Since I began teaching MV sessions, it has changed as follows (for example, in relation to structure, content, duration, technique, methodology)

48. Is there any way in which the MV programme could be improved?

Appendix E - Questionnaire for Children

Please ask the children each question and carefully note down their responses.

School Code:

Gender: Male / Female

Grade:

1. Please list your two most favourite topics from the Mulyavardhan classes.

(Ask the children to provide these topics from memory. For this question, the children are not allowed to look at their Mulyavardhan books)

2. Please list your two least favourite topics from the Mulyavardhan classes.

(Ask the children to provide these topics from memory. For this question, the children are not allowed to look at their Mulyavardhan books)

3. Here is your Mulyavardhan Activity book. Please go through this book and tell me which are your two most favourite topics that you have been taught so far. These could be the same as you remembered before, or perhaps now you look at the book. You will remember different favourite topics.

(Make sure the child has their activity book for this question. Give them some time to go through the book and then answer this question. This question is related to the content/topics in the book, not the activities used to facilitate the delivery of the content)

4. Here is your Mulyavardhan Activity book. Please go through this book and tell me which are your two least favourite topics that you have been taught so far. These could be the same as you remembered before, or perhaps now you look at the book. You will remember different least favourite topics.

(Make sure the child has their activity book for this question. Give them some time to go through the book and then answer this question. This question is related to the content/topics in the book, not the activities used to facilitate the delivery of the content)

5. What are the kinds of activities you do during the Mulyavardhan sessions?

(If the child is unable to answer, you as prompts: role-plays, discussions, art and craft, etc)

6. Would you like to have more of some activities? Please say which activities you would like more frequently.

7. Would you like to have less of some activities? Please say which activities you would like less often.

8. What part of the Mulyavardhan course did you find most helpful - something that you have been able to use in school or at home or for yourself?

(The response could be related to content/activities/interpersonal aspects, etc)

9. Briefly narrate your most positive experience of the Mulyavardhan sessions.

10. Your Parents are taking interest in what you are learning in Mulyavardhan programs and are desirous to know about it

Strongly agree	Agree	Neither agree nor disagree	Disagree	Strongly disagree

11. Your Siblings are taking interest in what you are learning in Mulyavardhan programs and are curious/desirous of learning more about it.

Strongly agree	Agree	Neither agree nor disagree	Disagree	Strongly disagree

Appendix F - Invitation letter for principals

25 February, 2011

Dear Principal,

We are carrying out a research study to understand your perceptions of the Mulyavardhan programme and your experiences of hosting the programme in your school. As part of this study we are using a questionnaire to record your opinions, expectations and experiences.

We would be grateful if you could agree to take part in the study. All the information you provide will be kept strictly confidential. Your personal / identification information will not be shared with the senior management of Bhartiya Jain Sanghatana. The responses from all the participants will be analysed collectively and result in an objective evaluation of the Mulyavardhan programme.

Your completed questionnaire will be taken as an indication of your consent to participate in the study. Your views are crucial in understanding the impact of the programme and to design future changes and improvements in it. We, therefore, request you to be completely honest while responding to the questionnaire.

We thank you for your time and value your thoughts.

Yours sincerely,

Dr David Whitebread
Senior Lecturer in Psychology & Education
Convenor, Psychology & Education Academic Group

Appendix G - Invitation letter for government teachers

25 February, 2011

Dear Teacher,

We are carrying out a research study to understand your perceptions of the Mulyavardhan programme and your experiences of hosting the programme in your class. As part of this study we are using a questionnaire to record your opinions, expectations and experiences.

We would be grateful if you could agree to take part in the study. All the information you provide will be kept strictly confidential. Your personal / identification information will not be shared with the senior management of Bhartiya Jain Sanghatana. The responses from all the participants will be analysed collectively and result in an objective evaluation of the Mulyavardhan programme.

Your completed questionnaire will be taken as an indication of your consent to participate in the study. Your views are crucial in understanding the impact of the programme and to design future changes and improvements in it. We, therefore, request you to be completely honest while responding to the questionnaire.

We thank you for your time and value your thoughts.

Yours sincerely,

Dr David Whitebread
Senior Lecturer in Psychology & Education
Convenor, Psychology & Education Academic Group

Appendix H - Invitation letter for coordinators

13 March, 2011

Dear Coordinator,

We are carrying out a research study to understand your perceptions of the Mulyavardhan programme and your experiences of supervising the guides. As part of this study we are using a questionnaire to record your opinions, expectations and experiences.

We would be grateful if you could agree to take part in the study. All the information you provide will be kept strictly confidential. Your personal / identification information will not be shared with the senior management of Bhartiya Jain Sanghatana. The responses from all the participants will be analysed collectively and result in an objective evaluation of the Mulyavardhan programme.

Your completed questionnaire will be taken as an indication of your consent to participate in the study. Your views are crucial in understanding the impact of the programme and to design future changes and improvements in it. We, therefore, request you to be completely honest while responding to the questionnaire. We thank you for your time and value your thoughts.

Yours sincerely,

Dr David Whitebread
Senior Lecturer in Psychology & Education
Convenor, Psychology & Education Academic Group

Appendix I - Invitation letter for Mulyavardhan teachers

25 February, 2011

Dear Guide,

We are carrying out a research study to understand your perceptions of the Mulyavardhan programme and your experiences of delivering the programme to your students. As part of this study we are using a questionnaire to record your opinions, expectations and experiences.

We would be grateful if you could agree to take part in the study. All the information you provide will be kept strictly confidential. Your personal / identification information will not be shared with the senior management of Bhartiya Jain Sanghatana. The responses from all the participants will be analysed collectively and result in an objective evaluation of the Mulyavardhan programme.

Your completed questionnaire will be taken as an indication of your consent to participate in the study. Your views are crucial in understanding the impact of the programme and to design future changes and improvements in it. We, therefore, request you to be completely honest while responding to the questionnaire.

We thank you for your time and value your thoughts.

Yours sincerely,

Dr David Whitebread
Senior Lecturer in Psychology & Education
Convenor, Psychology & Education Academic Group

Appendix J - Letter of informed consent for students via the school

13 March, 2011

Dear Principal,

We are carrying out a research study to understand how your students who have been participating in the Mulyavardhan programme view this intervention and what their experiences have been like. As part of this study, we require the coordinators from Bhartiya Jain Sanghatana to interview a sample of children using a list of questions related to their expectations, opinions and experiences and record the children's responses.

It is important that the parents / guardians are informed that their children will be participating in the study. We understand that there may be practical issues involved in obtaining consent from each individual parent / guardian and therefore leave it to you to devise a suitable method of informing the parents / guardians.

All the information that the children provide will be kept strictly confidential. Their personal / identification information will not be shared with the senior management of Bhartiya Jain Sanghatana. The responses from all the participants will be analysed collectively and result in an objective evaluation of the Mulyavardhan programme.

We thank you for your time in helping us organise consent from the children and their parents / guardians.

Yours sincerely,

Dr David Whitebread
Senior Lecturer in Psychology & Education
Convenor, Psychology & Education Academic Group