



MULYAVARDHAN Maharashtra STATUS REPORT 2018-2019



**Maharashtra State Council of Education Research and Training
(Academic Authority), Pune**

TABLE OF CONTENT

1. About Mulyavardhan.....	1
2. Mulyavardhan - Government of Maharashtra	1
3. TC Recruitment 2018-2019.....	1
4. Capacity Building.....	1
4.1 SMF Staff Training.....	1
4.2 Training of Teachers - Preparations	2
4.3 Selection of Government Master trainers (MV Preraks) in the new 108 blocks	2
4.4 Capacity Building of Government Master Trainers.....	3
4.5 Cluster Level Mulyavardhan Teacher Training.....	3
4.6 Capacity Building Effectiveness	3
4.7 Capacity Building of HMs on Whole School Approach (WSA)	4
4.8 Capacity Building of Government Officials	5
4.9 Books - Printing and Distribution	5
5. Monitoring and Evaluation	5
5.1 Monitoring and Review.....	5
5.2 Analysis of Classroom Observations.....	6
5.3 State and District Level Review Meeting	7
5.4 Mulyavardhan Annual Evaluation	8
5.5 Engagement of Government Officials on the Evaluation Process.....	8
6. Field Voices and Case Studies.....	9
7. Visit by Resource Persons.....	11
7.1 Prof. Govinda.....	11
8. Milestones	11
8.1 Meeting with Hon'ble CM and Principal Secretary, Education, Government of Gujarat.....	11
8.2 SCERT Gujarat	11
8.3 Meeting with Niti Aayog.....	11
8.4 Meeting with Education Secretary, Government of India	11
9. Photographs	12

1. About Mulyavardhan

The need for nurturing democratic citizenship in schools has been emphasized by various policy documents since independence. The National Curriculum Framework of 2005 (NCF, 2005) stresses the need to “foster democracy as a way of life rather than only a system of governance” thus reinforcing the recommendations of the Secondary Education Commission (1952) and the Education Commission (Kothari Commission 1966) of creating a citizenry that is “conscious of their rights and duties, and commitment to the principles embodied in our constitution” as a prerequisite. Further, the Right of Children to Free and Compulsory Education Act (RTE Act, 2009) mandates that the curriculum framed for schools should be in “conformity with values enshrined in the Constitution” through child friendly and child-centered practices while maintaining a school climate that is “free of fear, trauma and anxiety” where in children can express themselves freely. Schools in India face an overwhelming task of bringing in to this fold of ‘citizenry creation’ a large number of school children from a varied social, cultural and economic milieu. Shantilal Muttha Foundation with a strong sense of social and educational commitment conceptualized and designed a Value Education Programme in 2009 known as - ‘Mulyavardhan’ as a path-breaking initiative to enable schools to provide child-friendly and value-based education to nurture caring, responsible, and democratic citizens.

Thus, Mulyavardhan is developed in consonance with the Constitution of India, the National Curriculum Framework (NCF) 2005, the Right of Children to Free and Compulsory Education Act (RTE Act) 2009, and NCERT’s Education for Values in Schools- A Framework document (2012). The programme takes a constructivist and activity-based approach to inculcate education for values, whilst incorporating the cognitive, affective and behavioural aspects of values. Since its inception, the program has evolved through continuous field trials in 450 government schools in Beed district of Maharashtra and recommendations from experts in NCERT, MSCERT, Cambridge & Oregon Universities. It incorporates the good practices around social and emotional learning acknowledged worldwide. This is a pioneering project on value education, which is to be implemented in the state and the country at scale across the government schools.

Shantilal Muttha Foundation (SMF) has developed a distinctive partnership model with the Governments of Maharashtra and Goa, engaging stakeholders at all levels of the education chain to achieve whole school transformation. This unique public-private collaboration has ensured the sustainability of Mulyavardhan concepts and practices. Mulyavardhan has reached 40,231 Government primary schools in Maharashtra and will reach all 67,000 primary schools by the end of 2019-2020.

2. Mulyavardhan - Government of Maharashtra

The Government of Maharashtra’s (GoM) decision to scale up Mulyavardhan from cluster to taluka-level in 2017 initiated the planning for covering Mulyavardhan in 40,231 schools by 2019. This would increase Mulyavardhan’s reach to 1,15,126 primary teachers and 2,265,249 students by 2019 as seen in the table below.

Mulyavardhan Coverage - Maharashtra						
Year	Districts	Blocks	Clusters	Schools	Students (Class 1-4)	Primary Teachers
2016-17	34	35	63	724	30000	2000
2017-18	35	107	1618	18572	933671	50887
2018-19	36	356	3163	40231	2265249	115146
Marathi	35	215	3163	37508	2019948	105709
Urdu	34	295	1267	2510	193028	8148
English	11	40	138	213	52273	1289
2019-20	36	408	5578	67000	4400000*	195000

* Including class 5

3. TC Recruitment 2018-2019

In 2017-18 Mulyavardhan reached 35 districts and 107 blocks covering nearly 50,887 primary teachers and 93,3671 students. For the 2018-2019 academic year Mulyavardhan was to be scaled up to 40,231 schools spread across 36 districts and 365 blocks. Given this considerable scale up SMF had to swiftly add another 116 Taluka Coordinators (TCs) to its existing 85 TCs, which was managed through a rigorous recruitment process in April 2018.

4. Capacity Building

4.1. SMF Staff training

After the completion of the recruitment process, SMF conducted two separate trainings for the old and new TCs. Training for new TCs was conducted from 28th May to 5th of June, 2018 covering the following topics:

1. Mulyavardhan content and practice
2. Monitoring and reporting formats
3. Mulyavardhan app and its functions
4. TC roles and responsibilities
5. Basic skills on Advocacy and networking

This training concluded with the development of an action plan for 2018-19 and preparatory work to be completed to organize the four-day taluka level trainings for MV Preraks in their respective talukas.

The second training was for the TCs from the 107 old blocks, from 13th to 15th June, 2018 on monitoring formats, reporting through MV mobile app, qualitative classroom observations, discussions on issues and challenges faced during the year 2017-18. At the end of the training, TCs prepared an action plan for programme monitoring and scheduling refresher trainings for MV teachers in their respective talukas.

4.2. Training of Teachers - Preparations

In this academic year SMF addressed the challenge of overlapping government trainings by developing an annual calendar at the inception of the year. With technical assistance from Arete Advisors and in consultation with MSCERT, SMF developed a taluka-wise MV teacher training calendar. The calendar also incorporated training management aspects discussed with MSCERT officials. MSCERT approved this training calendar and communicated to all respective district and taluka officials for implementation of the same.

In addition to preventing overlaps in training, the calendar ensured timely completion of the trainings. MSCERT highly appreciated the idea and expressed willingness to adapt this tool for all MSCERT level trainings to prepare a consolidated state level training calendar including their regular training programmes.

4 day Taluka training									
16-Jul-18 18-Jul-18		17-Jul-18 23-Jul-18		24-Jul-18 30-Jul-18		31-Jul-18 6-Aug-18		7-Aug-18 13-Aug-18	
Ahmadnagar	PARNER	Ahmadnagar	KARJAT	Ahmadnagar	NAGAR	Ahmadnagar	JAMKHED	Ahmadnagar	PATHARDI
Amravati	CHIKHALDARA	Amravati	MORSHI	Amravati	NANDGAON KH	Akola	MURTIZAPUR	Akola	AKOLA MC
Buldhana	SANGRAMPUR	Aurangbad	URCI	Aurangbad	KANNAD	Aurangbad	SILLOD	Akola	BALAPUR
Buldhana	Shegaon	Buldhana	JALGAON JAMOD	Aurangbad	URC2	Aurangbad	SOEGAON	Akola	TEUHARA
Buldhana	Mehkar	Buldhana	Khamsaon	Bhandara	BHANDARA	Bhandara	TUMSAR	Jalgaon	JAFRABAD
Dhule	SHERPUR	Buldhana	Lonar	Bid	PARLI	Bid	ASHTI	Osmanbad	WASHI
Gadchroli	ARMORI	Dhule	DHULE	Buldhana	NANDURA	Buldhana	BULDANA	Sangali	KAVATHE MAHANKA
Gondia	GONDIA	Gadchroli	GADCHIROLI	Buldhana	Sindhed Raja	Buldhana	MALAKAPUR	Solapur	AKKALKOT
Jalgaon	CHOPDA	Gondia	SADAK ARJUNI	Buldhana	Chikhli	Buldhana	Deolgaon Raja	Yavatmal	DARIWHA
Kolhapur	KAGAL	Jalgaon	AMALNER	Chandrapur	RAJURA	Chandrapur	CHANDRAPUR		
Latur	UDGIR	Kolhapur	KOLHAPUR	Dhule	SAKRI	Dhule	DHULE M.N.P.		
Nanded	BHOKAR	Latur	DEVANI	Hingoli	KALAMNURI	Jalgaon	ERANDOL		
Nashik	CHANDWAD	Nanded	LOHA	Jalgaon	PAROLA	Nashik	SINNER		
Nashik	NASHIK	Nashik	NASHIK URC-1	Nashik	NASHIK URC-2	Osmanbad	TULJAPUR		
Osmanbad	OMERGA	Nashik	NIPHAD	Osmanbad	OSMANABAD	Parbhani	JINTUR		
Palghar	PALGHAR	Osmanbad	LOHARA	Ratnigiri	RATNAGIRI	Raigad	POLADPUR		
Ratnigiri	RAJAPUR	Palghar	WADA	Sangali	SHIRALA	Sangali	TASGAON		
Satara	KARAD	Raigad	MANGAON	Satara	JAOLI	Satara	MAHABALESHWAR		
Satara	WAI	Satara	KHANDALA	Satara	SATARA	Solapur	MALSHIRAS		
Solapur	BARSHI	Satara	PATAN	Solapur	PANDHARPUR	Solapur	MOHOL		
Solapur	MANGALWEDHA	Solapur	MADHA	Solapur	SOLAPUR URC-1	Solapur	SOLAPUR URC-2		
Wardha	ASHTI	Solapur	SOLAPUR SOUTH	Thane	KALYAN	Thane	MURBAD		
Wardha	SAMUDRAPUR	Wardha	DEOLI	Wardha	KARANJA	Wardha	SELOD		
Washim	MANGRULPUR	Wardha	HINGANGHAT	Washim	BIROD	Washim	Washim		
		Washim	MANORA	Yavatmal	GHATANJI	Yavatmal	YAVATMAL		

4.3. Selection of Government Master Trainers (MV Preraks) in the new 108 blocks

SMF Master Trainers (MTs) and TCs jointly conducted district and taluka level orientation meetings for the EO (Primary), BEOs and CRCs of new talukas. The purpose of the orientation was to clarify for the officials the MV teacher training process as well as the MV Prerak selection criteria and their role as Government Master Trainers. This orientation of district and taluka officials resulted in the selection of suitable teachers as Preraks in a timely manner.

These efforts were further supported by numerous communications by MSCERT. They sent a letter to District Institute of Education and Professional Development (DIECPD), Education Officers (EOs), and project Taluka Block Education Officers (BEOs) briefing them about MV, implementation of the programme, its coverage, roles and responsibilities of officers, role of SMF team and a check-list to be followed to organize the four-day teacher training. MSCERT also issued an order for the 249 Government Master Trainers (Preraks) from last year's talukas to be relieved for supporting SMF MTs in the four-day taluka level training. A

total of 4635 Preraks were identified from respective project clusters.

4.4. Capacity building of Government Master trainers

SMF MTs, with the help of Government MTs completed a six-day capacity building programme, inclusive of 2 months’ practice period, for all 4003 Preraks between 10th July and 20th October, 2018. These Government MTs, along with CRCs, planned the cluster level teacher trainings for their respective clusters during the two-day Training of Trainers (ToT) programme. BEOs approved this cluster level training schedules prepared by MV Preraks and issued the necessary instructions to the respective authorities for implementation.

4.5. Cluster level Mulyavardhan teacher training

MV Preraks, with support from SMF MTs and TCs, commenced cluster level teacher trainings on 3rd October, 2018. Nearly 95% of the trainings were completed before November 2018. However, a few cluster trainings were spilled over to January and February 2019 due to some departmental issues. Senior officials from the respective talukas were informed in advance about this.

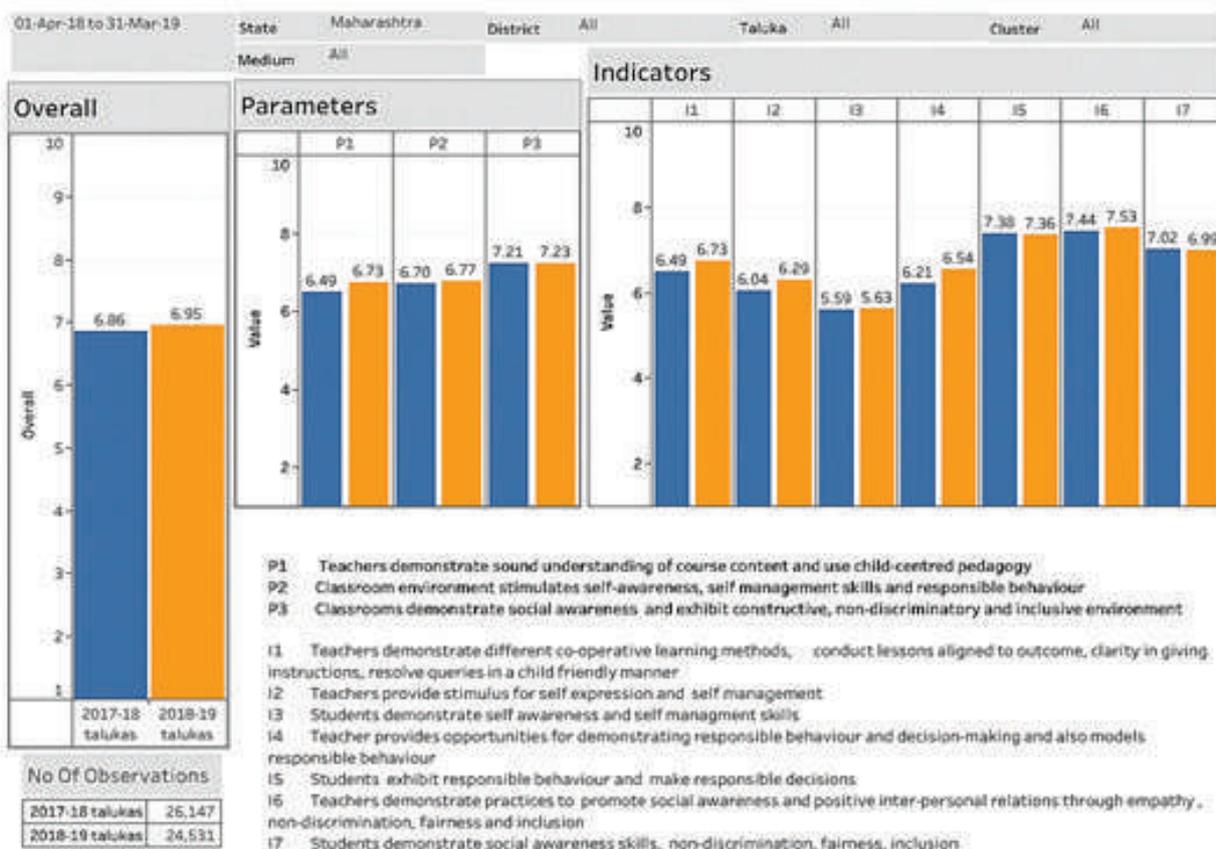
Mulyavardhan Training Coverage – GoM2018-19					
Sr.No.	Activity	Target	Achieved	Percentage	Reason
1	No. of Marathi Preraks Trained	4635	4003	86	CRCs positions were vacant in some clusters
2	No. of Teachers Trained in Marathi	54822	48071	88	

At the end of cluster level teacher training, conducted by Government MTs, trainees provided feedback on the training content, trainer ability and quality of training. This was real-time feedback provided through the Mulyavardhan Application. The graph below shows feedback received on quality of the cluster trainings from more than 30000 teachers. It is encouraging to note that 98% of the teachers shared they appreciated the interactive nature of the training and the involvement of all participants. 72% teachers felt the training was unique and 85% shared they didn’t anticipate any difficulties in implementing Mulyavardhan activities.



4.6. Capacity building effectiveness

It was observed from the classroom observations that transmission loss from taluka level training to the cluster level training was very minimum. This means Government MV Preraks managed to conduct the cluster level trainings effectively and communicated MV concepts to the teachers in a meaningful manner. The graph below shows the combined scores of three main parameters; teacher understanding and practice, class environment for self-awareness and classroom demonstrating social awareness. It is encouraging to see very marginal difference between both old and new Talukas and consistent performance and practice by old teachers, i.e. year 2017-18.



4.7. Capacity Building of HMs on Whole School Approach (WSA)

Mulyavardhan's primary focus is to strengthen school systems and processes with a value-based approach through review and revision of existing systems and processes by involving all stakeholders. Strategically, implementation of value-based classroom practices and school ethos are the focal points of the first two years of the project. Mulyavardhan implementation moved forward positively in the 2018-19 academic year with majority of teachers trained. This year also focused on the capacity enhancement of Heads of Schools through the Whole School Approach Workshops (WSA).

In December 2016, SMF had trained 18 HMs to deliver the WSA workshop as Master Trainers (MTs). In April 2018 SMF conducted a 3-day ToT workshop for 13 of these HMs. Subsequently, these MTs together with SMF MTs conducted WSA workshops for 471 HMs in three districts.

The three Blocks of Dharni, Khanapur and Taloda were selected from Amaravati, Sangli and Nadurbar districts in consultation with MSCERT. During the training it was observed that most of the HMs from the Dharni block were recently transferred and didn't have experience on MV classroom activities. Therefore, it was decided and agreed with MSCERT that we only continue our handholding support on WSA for the Khanapur and Taloda blocks. Separate TCs were assigned the duties of conducting WSA support visits and assisting HMs to prepare their annual school plans with the WSA concept in the two districts of Khanapur and Taloda.

WSA Training					
SL. No.	Name of Training	Date of Training	No. of Batches	Blocks	Participants
1	WSA - Days Training of Teachers @ MSCERT Gadchiroli, Dhule, Nagpur, Pune, Solapur, Aurangabab, Akola, Thane, Latur, Kholapur	27th & 28th Feb 17	1		42
2	WSA - 3 Days Training of Teachers	16th to 18th April 18	1		13
3	Wholse School Approach Training for All HMs from Khanapur , Taloda and Dharni from Sangli, Nandurbar and Amravati districts - 3 Days	28th June to 14th July 18	12 batches	Taloda	149 (HM)
				Khanapur	154 (HM)
				Dharni	168 (HM)

Handholding visits were conducted after the training with a total of 137 in Khanapur and 107 in Taloda blocks. These visits provided extremely rich learning with the following challenges to consider in our future strategy for WSA:

1. We observed that most of HMs were not sharing their WSA learning with other fellow teachers in their schools.
2. They were more focused to complete the whole school event rather than follow the WSA process by involving all stakeholders.
3. Limited support was received from CRCs to do follow up on WSA, as many of the HMs were not committed to the WSA process.
4. WSA training provided Micro plan techniques but they were not practiced due to unwillingness for documentation.
5. Since minimal number of parents are engaged in SMC, there is less involvement of parents in the WSA process.
6. Lack of advanced internal planning and followup mechanism to complete the WSA process resulted in less participation and contribution from other stakeholders.
7. Lack of review and followup by department officials on the WSA process.

4.8. Capacity Building of Government Officials

In order to strengthen the existing system towards programme development, implementation and promotion MSCERT decided to conduct Taluka and Cluster level workshops for all officers. In preparation for these workshops MSCERT conducted a two-day workshop, between 6th-7th March, 2019, in Pune for all district DIECPD nodal officers who conducted the regional and district level trainings. These workshops helped strengthen the ability of the officials to oversee the programme more efficiently.

SL	Name of Training	Expected Participant	Total Participants
1	State level workshop for MV DIECPD Nodal Officers (Marathi & Urdu)	70	54
2	Regional level MV workshop for BRCs& BEOs	500	331
3	District level MV workshop for CRCs on classroom support	3041*	1988

**Most of CRC positions are vacant and some of them were engaged in other departmental duty resulting in the low turnout in the district level training.*

4.9 Books – Printing and Distribution

Based on last year experiences, MSCERT ensured Mulyavardhan Children’s Activity Books were printed at the earliest and issued an order to print books from mid-May for completion by the first week of June. As a result, 22,49,000 books were printed and distributed jointly by MSCERT and SMF ready for the first day of the academic year.

5. Monitoring and Evaluation

5.1. Monitoring and Review

MSCERT and SMF jointly derived monitoring plans to ensure the quality of the programme. MSCERT informed all concerned district officials and DIECPD officers about the monitoring plans and requested them to coordinate with SMF MTs and TCs for conducting regular school visits. To ensure the quality and timely support to teachers, SMF allocated one district for each SMF MT for coordination and technical support. SMF MTs and TCs jointly prepared detailed plans to improve the programme quality and overall performance of districts. They worked closely with DIECPD nodal officers and BRCs to address the challenges faced in implementing Mulyavardhan.

Based on the plans, DIECPD nodal officers, BRCs, CRCs, SMF MTs and SMF TCs conducted joint monitoring visits to Mulyavardhan schools between April 2018 and March 2019. The purpose of these visits was to provide classroom level support to teachers and identify issues and challenges being faced during the implementation. These visits helped in strengthening the existing academic support system and improve the engagement of DIECPD Nodal officers in Mulyavardhan.

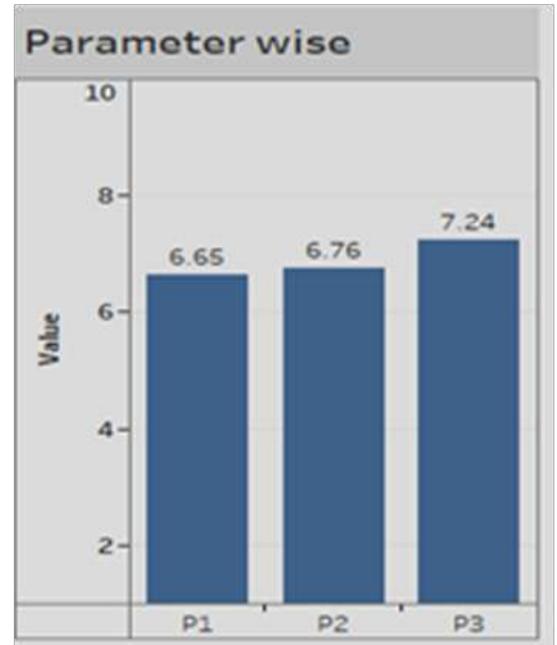
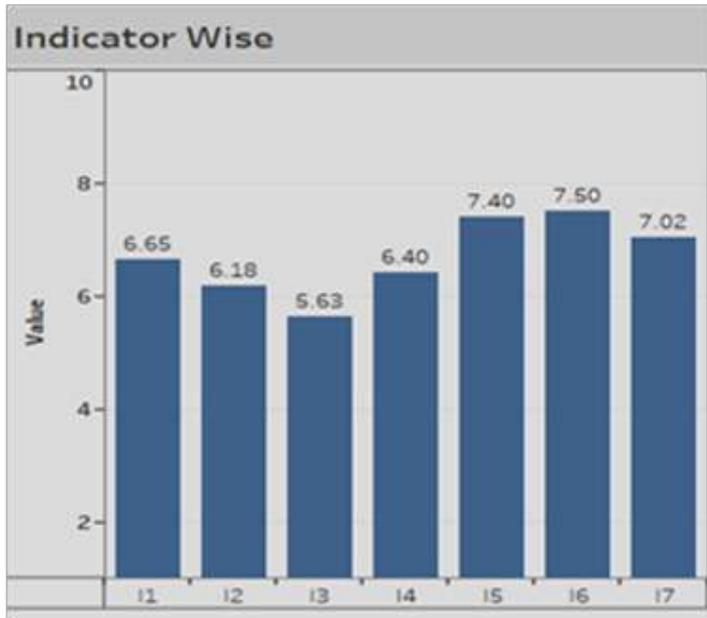
Collaboratively, DIECPD nodal officers, BRCs, SMF MTs and TCs managed to conduct school visits and classroom observations in all project blocks. They conducted 50,664 classroom observations and also discussed whole school approach and MV monitoring systems with the HMs.

SL. No.	Name of Report	No. of Report received (Apr 2018 to Mar 2019)
1	Classroom observations	50664
2	School visit report	28850
3	Monthly HM report	42346

5.2. Analysis of Classroom Observations

The data gathered from classroom observations provides good insights in areas Mulyavardhan is having the most impact and where more focus is required next year. Data indicated encouraging outcomes pertaining to classroom performance, both for the three Mulyavardhan parameters and seven indicators.

It is encouraging to note an above average (above 5) performances in all instances. Students indicators and parameters showing an overall above 7 performance, barring indicator 3 where performance is 5.63, is especially noteworthy.



- I1: Teachers demonstrate child-centred pedagogy
- I2: Teachers provide stimulus for self-expression and self-management
- I3: Students demonstrate self-awareness and self-management skills
- I4: Teachers create opportunities for children to demonstrate responsible behaviour and decision-making and also models of responsible behaviour
- I5: Students exhibit responsible behaviour and make responsible decision
- I6: Teachers demonstrate practices to promote social awareness and positive inter-personal relations
- I7: Students demonstrate social awareness skills, non-discrimination, fairness, inclusion

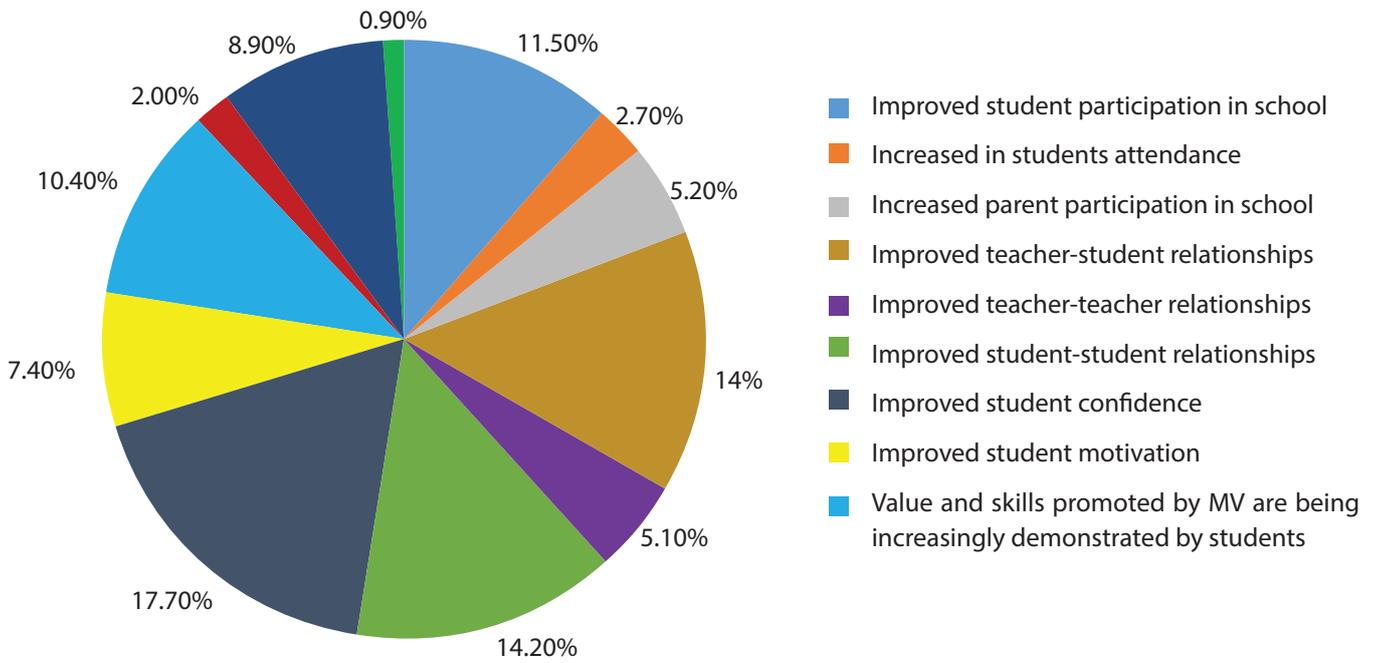
- P1: Teachers demonstrated sound understanding of course content and use child-centred pedagogy
- P2: Classroom environment stimulates self-awareness, self-management skills and responsible behaviour
- P3: Classrooms demonstrated social awareness and exhibit constructive, non-discriminatory and inclusive environment

Mulyavardhan has also led to changes in the classroom environment where children have managed to enhance their self-awareness and self-management skills and as a result show more responsible behaviour in classroom. Mulyavardhan is well received by teachers and they are using the child-centered pedagogy during Mulyavardhan classes and demonstrating a sound understanding of course content.

The graph below provide an encouraging picture of the positive experience reported by teachers during the visits. Teachers emphasized that these positive experiences helped them in creating a conducive classroom environment.

The top 4 areas reported by teachers from 45,899 responses are:

1. Improved student confidence – 26%
2. Improved student participation – 30%
3. Improved teacher-student relations – 23.0%
4. Improved student-student relations – 24%



Total responses: 2875

5.3. State and District Level Review Meeting

As Mulyavardhan was scaled to 215 Talukas, the Hon'ble Chief Minister of Maharashtra, Shri Devendra Fadnavis, along with the Minister for Education, Shri Vinod Tawde, held a review meeting on September 12, 2018 with all Zilla Parishad Chief Executive Officers, District Primary Education Officers and DIET Principal or Nodal Officer. The review meeting was organized through video-conferencing enabling the participation of all district level officials. Tata Trusts was represented in this meeting by Ms. Natasha Joshi. During the meeting the CEOs were requested to share the progress of Mulyavardhan implementation in their respective districts. Over 18 CEOs, among other things, shared the progress highlighting how Mulyavardhan was enabling active participation of children in learning and developing their critical thinking. Appreciating the efforts made by State, district, taluka officials and Mulyavardhan teachers, the Hon'ble Chief Minister expressed the need to document best practices for wider sharing and learning purposes.



Dr. Kiran Dhande Principal DIECPD Wardha District review with TCs.

The Maharashtra SCERT nodal officer along with DIECPD Principal reviewed the Mulyavardhan programme at the district level in Napur, Wardhan, Solpaur, Kolhapur and Sangli. They visited schools and observed Mulyavardhan classroom practices. DIECPD along with SMF MTs reviewed progress in their respective districts with BRCs and TCs to extend need based support and guidance. In following up from the CM's review meeting, Zilla Parishad CEOs reviewed Mulyavardhan progress with District primary EO and BEOs in their respective districts.

5.4. Mulyavardhan Annual Evaluation

MSCERT and SMF jointly developed the tools and processes for the annual evaluation to understand the progress towards Mulyavardhan outcomes. Key objectives of the evaluation are to:

- understand progress of MV components in relation to the classroom environment, school environment and interpersonal relations and also the students' learning outcomes in line with the M&E framework.
- find out if MV classroom activities influence student learning outcomes for MV (2017-18 vs 2019-20 blocks).
- A total of 11 tools have been developed, reviewed and finalized in consultation with MSCERT. The effectiveness and quality of the tools were tested in two selected schools by a team of experts.

Subsequently, a three-day orientation program was organized for all field investigators (FIs). This orientation also included practical training of FIs who visited selected schools (total 11 schools) to clearly understand the tools and their application.

Based on the prescribed sampling criteria, it's been decided to cover 172 schools in Maharashtra and 48 schools in Goa. The methodology and tools for study were developed in consultation with experts. Selected SMF MTs along with senior team members conducted the study in both states. Following tools, both qualitative and quantitative, were used to collect the information:

- Class observation
- School infrastructure status
- HM interview
- Teacher interview
- SMC interview
- Parent's understanding about school
- Student interview

Mulyavardhan Annual Evaluation Study			
	Purpose	No. of Schools Covered	Stakeholder Interviews
Study 1	To set baseline score for new MV Talukas	126	Teacher, HM, Students, SMC and Parents
Study 2	To see the current status of MV and establish the reference point for Talukas that have completed MV implementation for one year	46	Teacher, Students and Parents

5.5. Engagement of Government Officials in the evaluation process

MSCERT conducted a one day orientation for all district DIECPD Mulyavardhan nodal officers on the annual MV evaluation process. The main objective of the meeting was to explain to DIECPD officers the evaluation process and their role in the process as well as familiarize them with all the tools. The field visit schedule was also discussed and finalised in consultation with the DIECPD officers during the workshop.

During the briefing Mr. Irfan, Head of Department at the Department of Curriculum Development, MSCERT, spoke to the officers about their roles and responsibilities to complete the annual evaluation process, requesting them to extent their full cooperation and support to complete the process as per the agreed timeline.

Data collection of this annual evaluation was completed during the month of February. Preliminary analysis of data is showing positive results for the learning outcomes.

- Mulyavardhan schools have attained a 25% higher score over Non-MV schools in their overall performance towards nurturing constitutional values in schools
- Mulyavardhan classrooms have attained a 10% higher score over Non-MV classrooms in providing a child-centric environment and demonstrate practices for developing supportive of value-related competencies.

It is noteworthy that internationally, the average Relative Improvement (%) for school-based Social Emotional Learning programmes in developed countries stands at about 10%. Final analysis of this study is in progress and soon the report will be completed and shared with all the concerned stakeholders for future action.

6. Field Voices and Case Studies

The data obtained from both the monitoring and evaluation processes corroborate with the voices from the field gathered by SMF. Some of these voices and cases are shared below.

N. S. Katera – Teacher ZPPS Tanutola – Gondia

"Self-confidence of children is increasing because of MV."

Ms. VidyaShinde – Teacher ZPPS Moregaon Ahmednagar

"One of the children with special needs started opening up and was able to participate in the discussions through MV activities."

Dr. Vijay Kumar – HM Gadchiroli

"Students are getting attracted to school because of MV activities."

Bhimrao Karme – HM ZPPA Jogna, Gadchiroli

"MV is a future need. The implementation of the programme is being done in a systematic way."

SMC President – ZPPS Nandini, Nagpur

"MV programme is very much needed for schools. SMC would like to support the school in conducting this programme."

Kalpana Chavad – Panchayatsamithi – BEO Jalgaon

"Mulyavardhan programme is a good initiative. Hence, I assure my support for the implementation of MV."

SMF Taluka Coordinator – Jalgaon

"Whenever I go for school visits teachers are so enthusiastic to share stories about the various MV sessions they have taken. This is the best part of the programme since everyone is willing to take ownership of the programme."

SMF Taluka Coordinator - Maval

"Visiting the schools and observing the change in behavior of the students is the best part. Now they think of the teachers as their friend and guide and are not scared to approach them in case they have any issues, even personal ones."

SMF also met with some parents to understand any behaviour changes at home. These are some examples of changes in children beyond the classroom.

Pooja ☹️ BEFORE MULYAVARDHAN

One mother shared that Pooja did not listen to her instructions about keeping the uniform, books, etc., in their proper places. After coming back from school she used to throw her bag anywhere in the house, her footwear was left in such fashion that the pair would never be seen together, she would not change from her school uniform into home clothes; washing hands, cleaning her face and mouth was out of the question. All she wanted to do was to eat and play. At the time of going to school, the girl used to throw tantrums because she did not want to go to school.

Pooja 😊 AFTER MULYAVARDHAN

Pooja's mother was surprised to see that now her daughter gets up early in the morning, brushes her teeth without repeated instructions, takes a bath, puts on her uniform and then goes to her mother with comb and oil to put her hair in braids and then marches to school. Nobody has to tell her or force her to go to school. After coming back from school, she keeps her footwear lined up against the wall, the bag has a place on a chair and she quickly changes from the uniform to another dress, washes her hands, feet and face and then only asks for food.

Manisha ☹️ BEFORE MULYAVARDHAN

Another parent told us that before Mulyavardhan classes her daughter, Manisha had negative thoughts about doing household chores. She was never ready to help her mother for even small household chores like preparations before having food, e.g., setting plates, bowls, glasses and cleaning them with a cloth, taking water in a jug from the earthen pot, etc., She was also reluctant to go to school and refused to do the day to day routine activities properly. Her mother had to force her to get ready and go to school and similarly after coming back from school she would behave irresponsibly.

Manisha 😊 AFTER MULYAVARDHAN

Manisha, who used to be reluctant to do household chores, now is diligent in doing them. Her mother said, "One fine morning, I got up and I was surprised to see my daughter sweeping the backyard of our home in the morning. Now she does it daily without being told and also helps me in other household jobs. She listens carefully to me when I explain to her how to do something and then follows properly. She also asks me whether she did it properly and where else I require her help. All these household chores don't stop her from attending school; she has become enthusiastic about attending school and she actively participates in class".

Suraj ☹️ BEFORE MULYAVARDHAN

Suraj's mother told us about his behaviour prior to Mulyavardhan. He was not interested in going to school. He was not able to adjust to the class. He was averse to studies and could not find any reason to go to school because whatever was happening there was something he did not want to do. Everyday his mother had to struggle with him to send him to school. Most of the times she managed to send him to school but there were times when she lost the battle and he enjoyed his stay at home. His mother used to worry about her son's future.

Suraj 😊 AFTER MULYAVARDHAN

Suraj, who was not interested in attending school, now comes to school regularly and that too all by himself. His mother narrated that when Mulyavardhan classes started, he told her that he liked those classes. Slowly he started taking more interest in sports and now he is preparing for the inter-school level sports competitions. With these developments he is doing well in studies also. Earlier he was not interested in studies. Although his focus is more towards sports but now he tries to balance studies and sports. Teachers are also happy about his development.

7. Visit by Resource Persons

7.1. Prof. Govinda

Prof. Govinda, retired Vice Chancellor of NUEPA and ex-director of NCERT, visited schools to see the implementation of MV. From 5th to 7th February, 2019, Prof. Govinda visited four schools in the Pune and Satara districts. He interacted with students, teachers and cluster officers and observed activities in the classroom.

The objectives of the visit were to

1. understand the response of various stakeholders i.e. teacher, student and parent towards MV programme,
2. assess the current strategy of implementation,
3. review SMF's strategy on technical support to teachers and
4. to guide and provide expert advice for quality improvement.

In his discussions with teachers on their experiences with MV, he learnt that teachers use MV pedagogy in other scholastic subjects, which reportedly has improved student participation in the classroom.

Following the field visit, Prof. Govinda also interacted with the entire SMF team and shared his observations. He provided guidance to the SMF team on future strategy for improving the quality of support mechanism for teachers. He also offered his support to the programme based on the need and interests of teachers and other stakeholders.

Prof. Govinda's key suggestions were as follows:

1. Focused support based on the needs and responses from teachers and cluster officers
2. Concentrated effort towards teachers who sought support and guidance, and
3. Improved data analysis to categorize responses on MV implementation and decide SMF's support strategy.

8. Milestones

8.1. Meeting with Hon'ble CM and Principal Secretary, Education, Government of Gujarat

SMF team comprising of Shri. Shantilal Muttha, Mr. V. Venkataramana, and Shri. Suresh Kothari met Principal Secretary, Education and Hon'ble Chief Minister of Gujarat on 5th April 2018 to discuss Mulyavardhan. Hon'ble CM was impressed with the programme and instructed Principal Secretary, Education to take necessary steps to implement the programme in the Government primary schools.

8.2. SCERT Gujarat

As a follow-up action to the above meeting, Director of Gujarat Council of Educational Research and Training (GCERT) visited SMF and travelled around Maharashtra and Goa from 23rd to 25th May, 2018, to understand Mulyavardhan. MSCERT and SMF team presented the MV-GoM programme which was followed by detailed discussions on various aspects of the programme. The Director also interacted with the Director of MSCERT and other team members during the visit. Detailed meetings were then held with Chairman, GEDC, Director, Education and Director SCERT in Goa. The Director was appreciative of Mulyavardhan and requested SMF team to visit Gujarat state for further discussions. SMF team visited Gujarat in August 2018 and we are awaiting a formal confirmation from the Government of Gujarat to proceed.

8.3. Meeting with Niti Aayog

A meeting to discuss Mulyavardhan programme was conducted at Niti Ayog, New Delhi on 31st August 2018. Shri Rajiv Kumar, Vice Chairman and Shri. Amitabh Kant, CEO of Niti Ayog, Dr. Hrushikesh Senapaty, NCERT Director, Shri. Chandolia, Economic Advisor, MHRD, Mr. Satyajit Salian, Tata Trusts and Niti Ayog team were present in the meeting. SMF team lead by Shri. Shantilal Muttha briefed the participants about Mulyavardhan concepts and shared the positive responses being received from various stakeholders towards the programme. Vice Chairman and CEO Niti Ayog highly appreciated the programme concept, framework and its implementation approach to compliment ongoing Government efforts. Taking cognizance of the urgent need for such a programme and its readiness to go to any school context, Vice Chairman and CEO Niti Ayog has decided to suggest the programme to all states.



8.4. Meeting with Education Secretary, Government of India

Ms. Rina Ray, Secretary(SE&L), GOI has conducted a Mulyavardhan review meeting with GoM and GoG officials on 5th February 2019. Director, NCERT, Joint Secretary, Samagra Shiksha, Head of the Department Value Education, NCERT were among the others present during the meeting. Representatives from MSCERT and Goa Government have presented the programme status and feedback to the Secretary. Recognising the importance of such a programme and appreciating the efforts, she requested to look into ways of integration with subject teaching.

9. Photographs



Marathi Cluster training of teachers



Marathi TOT training at Taluka level



MV Urdu teacher training



MV Urdu teacher training



Smt. Sujata Asst. teacher taking MV activities from Purandat Taluk



Prof. Govinda interaction with student from Khantala Taluk visit



Technical Partner



SHANTILAL MUTTHA FOUNDATION

Development Partner

TATA TRUSTS