



SHANTILAL MUTTHA FOUNDATION

Mulyavardhan 3.0

Conceptual Framework

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About this Document

This document provides the conceptual framework of Mulyavardhan 3.0, a values education initiative developed for schools across India by Shantilal Muttha Foundation (SMF).

Mulyavardhan 3.0 is based on learnings gained by the organisation from earlier versions of Mulyavardhan, namely Mulyavardhan 1.0 and Mulyavardhan 2.0.

About SMF

In tune with the primary goal of school education, SMF focuses on enabling children to become caring, responsible and productive citizens, who make full use of their capabilities for personal and societal well-being. Under this vision, schools are to be joyful, inclusive environments for engaging values-based interactions and learning experiences that have a deep, positive impact on children as well as other key school stakeholders. Working towards this vision, SMF leverages school education policies and institutions, global research studies, and existing human and technical resources within schools and school systems.

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1. Introduction

Need for Values Education

Articulated in different ways, the goal of school education is invariably defined by values such as care and compassion, responsibility, and peace. Parallely, there is a large body of research which establishes that student achievement is critically determined by relationships driven by the values of care, trust, and respect, and a supportive psycho-social environment in school. Hence, education with an explicit focus on values intertwines with quality teaching in a “double helix” relationship.¹

The centrality of values in school education is reaffirmed by the National Education Policy 2020 (NEP 2020) which defines the goal of education as the development of *good human beings capable of rational thought and action, possessing compassion and empathy, courage and resilience, scientific temper and creative imagination, with sound ethical moorings and values*. Under NEP 2020, schools are explicitly tasked to work towards producing *engaged, productive, and contributing citizens for building an equitable, inclusive, and plural society as envisaged by our Constitution*.

The need for value education is accentuated by several societal factors:

- As shown by large survey of youth in India, young people’s lives are significantly by marked by violence, discrimination, and prejudice. As many as one-quarter of young men and women have observed their father beating their mother. Many respondents reported experiencing a beating by a parent during adolescence. About 37% of young men and 49% of young women report that would not mix freely with individuals of another religion or and caste. ²
- The World Health Organisation (WHO) has reported that up to 50 per cent of all mental health conditions start before the age of 14 years. Suicide is one of the three leading causes of death among adolescents.³ Another international organisation, UNICEF, has also highlighted the impact of mental well-being on the survival, growth and development of young people. ⁴
- The spread of social media and digital technology has exposed young people to threats like cyber bullying, cyber stalking, identity theft, and internet addiction.⁵
- There is a widespread concern, supported by incidents highlighted in media, that many young children are easily taking to the path of violence. Many caregivers and educators

¹ Lovat, Terence & Ron Toomey. (2009). *Values education and quality teaching: The double helix effect*. DOI: 10.1007/978-1-4020-9962-5.

² *Youth in India, situation and needs 2006-07*, IIPS, Mumbai

³ "World Health Organization's World Mental Health Survey Initiative." *World Psychiatry* 2007; 6: 168–76.

⁴ *Adolescent Mental Health Matters*, 2020, UNICEF

⁵ *Child Rights and You (CRY), "Online Safety and Internet Addiction (A Study Conducted Amongst Adolescents in Delhi-NCR)"*, 2020, New Delhi

are also worried about young people's indifference to their civic and social responsibilities.

Apart from specific societal factors, there is an overarching global need for value education to ensure sustainable development in a world marked by conflicts between nations, pressures of globalisation, climate-change effects and other challenges.

Against the above background the draft National Youth policy 2021 advocates value-based education in the curriculum for holistic development of youth.⁶ The policy lays stress on fostering among youth a sense of civic responsibility and service, appreciation of art and culture, awareness of human rights, and belief in social justice.

Rationale for Mulyavardhan 3.0

Values are embedded in the curriculum, through pedagogical practices and specific textbook topics. Many schools also take specific efforts to inculcate values; for example by giving lectures on values through the school assembly. However, considering the centrality of values in education and the needs outlined above, planned and sustained efforts have to be taken to help students develop the values, attitudes and competencies required to play the role of democratic global citizens. Mulyavardhan 3.0 has been conceptualised by SMF to meet that need, as a conceptually robust, empirically grounded value-education offering which can be adopted by schools and school systems across India for the following reasons:

- Mulyavardhan 3.0 is based on the values enshrined in the Preamble to the Constitution of India, which are applicable regardless of region, gender, religion, class, caste, or specific school contexts.
- It is aligned to the RTE 2009 mandates on school processes and school climate.
- It is based on the constructivist pedagogy recommended in the school curriculum.
- It is aligned to prescribed learning outcomes of the curriculum.
- It is based on over a decade of SMF experience in the domain of value education (see next sub-section).

Evolution of Mulyavardhan 3.0

Mulyavardhan 3.0 has evolved through SMF's rich experience and learning in the domain of value education. The learning went through three distinct phases as shown below

Phase	Description	Key learning
Immersion in the domain of school education (2002-2008)	SMF's parent body BJS designed and implemented school-quality improvement programmes in over 4300 schools across the country	Though need for value education is recognised by all key stakeholders, there is no model of value education which is implemented on scale, and can be adopted by schools across India.

⁶ Draft National Youth Policy 2021, Ministry of Youth Affairs and Sports, Government of India

<p>Mulyavardhan 1.0 (2009-15)</p>	<p>Mulyavardhan pilot programme implemented directly by BJS in around 450 govt. primary schools in Beed district of Maharashtra. Programme impact assessed by Dr David Whitebread of Cambridge University and Dr Brian Flay of Oregon University, USA.</p>	<p>Value education through a direct approach, using activity-based pedagogy incorporating cooperative learning, is enthusiastically received by all key stakeholders, and has significant impact on student behaviour. Hence, Mulyavardhan can be scaled after aligning it explicitly to school education policies and curriculum.</p>
<p>Mulyavardhan 2.0 (2015-20)</p>	<p>Mulyavardhan framework designed, in alignment with the Constitution of India, RTE Act, and National Curriculum Framework.</p> <p>Govt. of Maharashtra and Govt. of Goa decided to implement Mulyavardhan in all govt. primary schools of respective states as government-owned initiative, with SMF providing technical support for production of educational support and teacher capacity-building. Govt. of Goa also decides to implement Mulyavardhan in aided schools.</p> <p>Govt. of Gujarat introduces Mulyavardhan on pilot scale in one district (Porbandar).</p>	<p>All stakeholders welcome Mulyavardhan. Teachers and caregivers report significant changes in student behaviour. Some teachers also report changes in themselves, vis-a-vis their teaching practices and behaviour towards students. Whole-school approach piloted in Goa shows good potential.</p> <p>Decision-makers want 'integration' of Mulyavardhan practices with teaching and learning of scholastic subjects.</p> <p>SMF classroom observations show that more effort needs to give for building capacities of teachers for effective use of constructivist pedagogy.</p>

Values enshrined in the Preamble to the Constitution of India

WE, THE PEOPLE OF INDIA, having solemnly resolved to constitute India into a SOVEREIGN, SOCIALIST, SECULAR DEMOCRATIC REPUBLIC and to secure to all its citizens:

JUSTICE, social, economic and political;

LIBERTY of thought, expression, belief, faith and worship;

EQUALITY of status and of opportunity; and to promote among them all

FRATERNITY assuring the dignity of the individual and the unity and integrity of the Nation;

IN OUR CONSTITUENT ASSEMBLY this twenty-sixth day of November 1949, do HEREBY ADOPT, ENACT AND GIVE TO OURSELVES THIS CONSTITUTION.

RTE, 2009 Mandate on School Processes and School Climate

Section 29(2) of 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”. It should enable the “all round development of the child”, using the pedagogy of “learning through activities in a child friendly and child-centred manner”. The school climate should be such that children are “free of fear, trauma and anxiety”, and can “express views freely”.

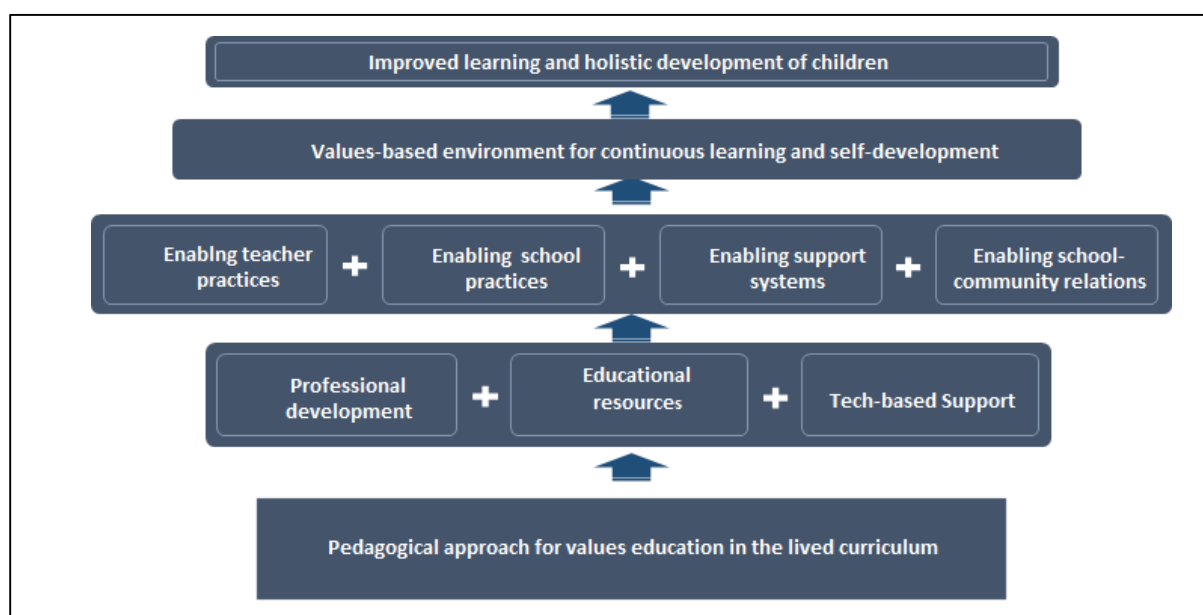
2. Mulyavardhan 3.0

Mulyavardhan 3.0 is a value-centred platform for enabling schools to organise holistic and engaging learning experiences for children in a joyful, inclusive psycho-social environment, with active involvement of caregivers.

Mulyavardhan 3.0 is aligned to competencies and higher order learning outcomes such as critical thinking outlined in the National Curriculum Framework (NCF) 2023.

Depending on needs and priorities, Mulyavardhan 3.0 can be implemented in whole or in part, across grades, in diverse school contexts, such as government, low-income private and elite private schools in rural, semi-urban, and urban locations. Mulyavardhan 3.0 can complement efforts being already made by schools towards values education and holistic development of children.

Figure 1: Mulyavardhan 3.0 Platform



Foundation

Pedagogical approach for integrating the lived curriculum with values education

As shown in Figure 1, the foundation of Mulyavardhan 3.0 is a pedagogical approach for integrating the 'lived curriculum' with values education.

Following the standard academic literature on the subject, three kinds of curriculums are recognised:

- The formal curriculum, or the official document prepared by state-recognised academic authorities which prescribes the learning experiences to be organised in school.

- The 'hidden curriculum' embedded in teacher practices, school routines, and other aspects of school that have an impact on children's development.
- The 'lived curriculum', which is the actual experience of students and teachers in the school individually and in relationship to one another; or the totality of student experiences in school encompassing what is transacted under the formal curriculum and through the hidden curriculum.

Within the ambit of the above, values education is understood as a systematic effort undertaken by schools, in alignment with overarching as well as subject-specific outcomes of the formal curriculum, to use constructivist pedagogy in an enabling classroom and school environment, for developing certain values and related competencies among students. So defined, 'values education' is different from the following:

- Ad hoc or occasional measures taken by individual teachers and/or the school to help students imbibe certain values.
- Students imbibing values mainly through the hidden curriculum of the school.
- Contrived efforts to 'integrate' values in teaching and learning of scholastic subjects—for example, by asking students a question on particular values at the end of a lesson on a topic with a different focus.
- Traditional approaches to value education which seek to build students' knowledge and demonstration of values through didactic methods.
- Values education efforts that are not explicitly linked to curriculum outcomes.

The following values are foregrounded under Mulyavardhan 3.0:

- The values of liberty, justice, equality and fraternity enshrined in the Preamble to the Constitution of India. In the school context, these translate into behaviour such as (i) independent thinking (ii) observance of fair and transparent rules framed through a participatory approach (iii) valuing and respecting all, and (iv) working harmoniously with others.
- Related values explicitly mentioned in the curriculum or selected by relevant school authorities.

Mulyavardhan 3.0 is aligned to the formal curriculum at three levels:

- The overarching goal of school education defined in the formal curriculum, which is suggested in NEP 2020 as building character and enabling learners to be ethical, rational, compassionate, and caring, while at the same time preparing them for gainful, fulfilling employment.
- Competencies for different levels of schooling as defined in NCF 2023, particularly competencies related to first language and environmental/social studies.
- The constructivist pedagogy recommended under NEP 2020, for promoting the development of essential knowledge and skills along with key competencies such as critical thinking. Under the Mulyavardhan 3.0 framework, the constructivist pedagogy is twined with cooperative learning as it is embedded with values like liberty and fraternity.

Guided by the goal and outcomes of the formal curriculum, Mulyavardhan 3.0 aims to influence the 'lived curriculum' towards attainment of the overarching goal of holistic development of children.

Supporting components

Professional development of key stakeholders

Particularly as the vast majority of schools across India continue to use teacher-centric methods of teaching and learning, a key component of Mulyavardhan 3.0 is professional development of teachers for effective use of constructivist pedagogy incorporating cooperative learning across subjects and grades, with judicious integration of values, and use of appropriate class management strategies.

Professional development is also offered for meeting the following objectives:

- Enabling school leaders to guide value-based 'whole school' processes and practices, including practices promoting productive engagements of the school with local communities.
- Enabling school managements or designated officials to support efforts taken by schools.

Educational resources

Several types of educational resources are to be offered as follows:

- Books for teachers and students for development of social, emotional and ethical (SEEL) competencies through classroom activities (for grades 1-8, in print and digital form)
- Educational materials for values-based teaching and learning of scholastic subjects (for grades 1 to 5, in print or digital form)
- Assessment tools for teachers preparing holistic student report cards.
- Tech-based self-development tools for students related to critical needs such as development of self-awareness, self-management, healthy interpersonal relations, critical thinking, responsible behaviour and ethical decision-making (for grades 6 and above).
- Resources for school leaders, such as school quality development tools and tools for planning and organising whole-school activities.
- Resources for caregivers and community-members on issues such as good parenting and providing an enabling home environment for student learning.

Under Mulyavardhan 2.0, a range of resources have been developed by SMF, which have been reviewed and approved by experts. Additional resources are being created by in-house content designers working with teachers, subject matter experts, and ed-tech professionals.

Tech-based support

Appropriate technology tools will be deployed to provide remote and need-based support to teachers, schools and school systems adopting Mulyavardhan 3.0. A key tech tool to be offered is a learning portal for all major stakeholders.

Change processes

Enabling teacher practices

Through inputs provided under Mulyavardhan 3.0, teacher practices are expected to be geared towards the following processes:

- Maintenance of a joyful and inclusive classroom environment.
- Healthy teacher-student and student-student relations based on respect, cooperation, and appreciation of diversity.
- Regular use of constructivist pedagogy incorporating cooperative learning across subjects and grades, with judicious integration of values education, and use of appropriate class management strategies.
- Planned efforts for progressive improvement in student attainments as per learning outcomes prescribed in the formal curriculum.

Enabling school practices

Through inputs provided under Mulyavardhan 3.0, school practices are expected to be geared towards the following processes:

- Explicit school focus on particular values.
- Demonstration of these values by school staff in their interactions with students and other stakeholders.
- Planned whole-school activities for giving students the opportunities to develop particular values and competencies.
- Productive engagements of the school with caregivers and local communities.

Enabling support systems

Through inputs provided under Mulyavardhan 3.0, schools are expected to have a support system that enables meeting of critical requirements such as:

- Need-based professional development of teachers.
- Supportive monitoring of school efforts to provide value-based, quality education.
- Provision of adequate infrastructure facilities in school, including, as feasible, technology facilities.

Enabling school-community relationships

Enabling school practices initiated under Mulyavardhan 3.0 are expected to foster rich engagements with caregivers and local communities, demonstrated through processes such as:

- Caregivers' deep support for students' all round learning.
- Involvement of school management committees and other such bodies in school planning and management.
- Participation of community members as resource persons in school.
- Community contribution to development of the school's infrastructure and facilities.

Objective

Values-based environment

The above-mentioned processes are geared towards the objective of schools providing a joyful, and engaging value-based psycho-social environment that promotes the continuous learning and overall self-development of students as well as teachers and school leaders.

Goal

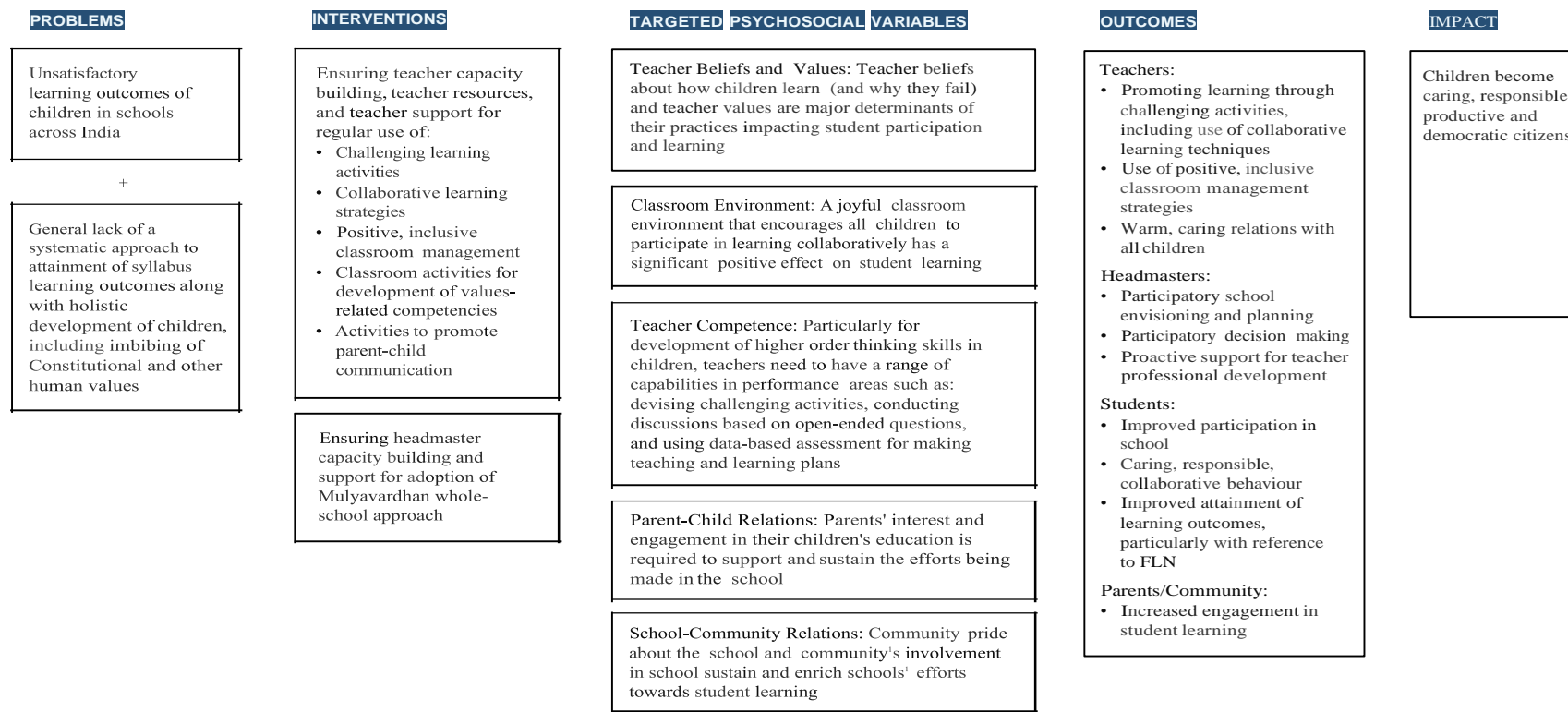
Holistic development of children

Attainment of the above objective would lead to holistic development of children with improved attainment of prescribed learning outcomes.

3. Theory of Change

MULYAVARDHAN 3.0 THEORY OF CHANGE

A values-based approach to education leads to improved attainment of learning outcomes and holistic development of children.



ASSUMPTIONS

- Existing (government and non-government) data provides a fair picture of student learning.
- There is general consensus among all key stakeholders that holistic development of children, including development of values, is the primary goal of school education.
- Participating schools/school systems recognize the importance of the proposed interventions and provide adequate support in the form of budgetary allocations as needed, identification of teacher-trainers, etc.

Note: Operational definitions of terms used in this document are as per RTE 2009, NEP2020, and NCF 2023.

4. Offerings

Mulyavardhan 3.0 is offered through two main offerings, explained in the table below.

Name of offering	Mulyavardhan Whole School Programme	Mulyavardhan Social, Emotional & Ethical Learning (SEEL)
Brief description	Programme for providing values-based, quality education for holistic development of children with integration of values in teaching and learning of scholastic subjects and (optional) special periods for social, emotional and ethical learning (SEEL)	Grade-wise activities SEEL activities, aligned to school curriculum, to be organised in allotted weekly time (60-90 minutes per week)
For whom	All primary schools or primary sections of large schools (grades 1 to 5)	All primary and upper-primary schools/school sections (grades 1 to 8)
Scope of SMF support	<ul style="list-style-type: none"> • Teacher+ student SEEL activity books (soft copies) • Education materials for integrating value education in teaching and learning of language, math, environmental studies, etc. (soft copies) • Teacher capacity-building for organising SEEL activities. • Teacher capacity-building for integrating value education in teaching and learning of language, math, and environmental studies • Headmaster capacity building for whole-school approach. • Orientation of school monitoring staff • Assessment tools for preparing holistic student report cards. • Whole-school activities resource and school-quality planning tool for headmasters • Online support to headmasters and teachers • On-demand refresher training 	<ul style="list-style-type: none"> • Teacher+ student SEEL activity books (soft copies) • Teacher capacity-building for organising SEEL activities • Online support to teachers • On-demand refresher training

Responsibilities of schools/ school bodies/school systems	<ul style="list-style-type: none"> • Commitment of 1-3 years for rolling out programme • Allotting time and resources for online/offline staggered teacher capacity-building workshops (total approximately 80 hours per group of 10 to 40 teachers)* • Allotting time and resources for online/offline headmaster capacity-building workshops (total approximately 32 hours per group of 10 to 40 headmasters)* • Allotting resources for student/ teacher/ headmaster access to relevant educational materials (print/digital) 	<ul style="list-style-type: none"> • Commitment of 1-3 years for rolling out programme • Allotting time and resources for online/offline staggered teacher capacity-building workshops (total approximately 24 hours per group of 10 to 40 teachers)* • Allotting resources for student and teacher access to educational materials (print/digital)
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**In case of large school bodies/school systems, SMF will provide capacity-building support to designated teacher-trainers, who will in turn groups of teachers*

Capacity-Building Offerings: Mulyavardhan Whole School Programme

Teacher capacity building for integrating value education

This course will enable teachers to organise activities for teaching scholastic subjects with integration of value education. Teachers will learn about the following through activities, assignments, guided discussions, and instructional films:

- Centrality of values in school education
- The formal, hidden and lived curriculum
- Role of teacher beliefs, values, language and practices
- Teaching and learning through activities
- Effective use of integrated unit plans
- Cooperative learning
- Appropriate classroom management
- Organising multigrade teaching and learning
- Using assessment as an improvement tool
- Provide appropriate support to children with low learning attainments
- Providing appropriate support to children with special needs

Headmaster capacity building for whole-school approach

This course will enable headmasters to plan and organise a whole-school approach to value education. Through activities, assignments, guided discussions, and instructional films, they will learn about:

- Centrality of values in school education
- Role of school leader's beliefs, values, language and practices
- Whole-school approach to values education
- Planning whole-school activities
- Fostering productive school engagements with caregivers and local communities
- Documenting & communicating school achievements

Orientation of school monitoring staff

This is a short-duration course for taluka, block and district education officials of government school systems. Participants will get an orientation to the MV 3.0 programme, and learn through activities, assignments and guided discussions about how they can optimally monitor and support schools and teachers

Teacher capacity building for Mulyavardhan SEEL activities

This is a short-duration course to enable teachers to organise Mulyavardhan SEEL activities in specific periods of the weekly time-table. Teachers who have been selected to organise the SEEL activities will learn about the following through activities, guided discussions, and instructional films:

- Centrality of values in education

- Scope and importance of SEEL
- Content of SMF's SEEL activity books
- Organising SEEL activities effectively
- Using cooperative learning structures
- Appropriate classroom management
- SEEL assessment & documentation

Educational Resources: Mulyavardhan Whole School Programme

Resources for integrating values education

These are sample, grade-wise unit plans for teaching and learning textbook lessons on first language, math, and environmental studies with seamless integration of values education. Based on constructivist pedagogy twined with cooperative learning structures, the plans are meant to be used as tools for organising systematic learning and assessment through the academic year. As tools, the samples would give directions for contextual modifications and teacher autonomy.

Mulyavardhan SEEL activity books

These are grade-wise, specially designed books for teachers and students, based on NCERT learning standards and the globally recognised CASEL framework, for facilitating social, emotional and ethical learning (SEEL) centred around five competencies: self-awareness, self-management (including self-development), responsible decision-making, positive relationship skills, and social awareness (including awareness leading to contributions for the well-being of others). Based on constructivist pedagogy twined with cooperative learning structures, the books provide a range of activities to be organised in class for a total of 60 to 90 minutes per week. The books include SEEL assessment tools, and are linked to supplementary online resources for teachers.

Holistic student assessment tool

This is a tech-based tool that enables primary school teachers to capture different aspects of student learning in primary grades, and generate holistic report cards for sharing with different stakeholders.

Whole-school activities handbook

This is a handbook for headmasters with tools for planning, implementing, and reviewing whole-school activities for values education.

Mulyavardhan SEEL Offerings

The following offerings (discussed above) are provided to schools opting for Mulyavardhan SEEL:

- Mulyavardhan SEEL activity books
- Teacher capacity building for SEEL activities

Guiding Principles

All Mulyavardhan 3.0 offerings are based on the following principles:

- Centrality of values in school education
- Alignment with the Constitution of India
- Alignment with the constructivist pedagogy and learning outcomes prescribed in the formal school curriculum
- Focus on holistic development of children and attainment of higher-order learning outcomes
- Recognition of stakeholders' autonomy, experiences, knowledge, and concerns
- Potential for adoption across different school contexts
- Learning from evidence of success and failure.

5. Outcomes

Stakeholder-wise outcomes for both the main Mulyavardhan 3.0 offerings are listed below. Grade-wise indicators have been developed for formative assessment of student-level outcomes. Likewise, indicators have been developed for outcomes at the level of teachers and headmasters. These can be used as tools for improvement by teachers, school leaders, and school officials.

MV 3.0 Whole-School Programme Outcomes

Stakeholders	Key outcomes
Students	<ul style="list-style-type: none"> • Participate actively in school • Demonstrate healthy self-esteem • Express themselves in school without fear or anxiety • Demonstrate curiosity and creativity • Demonstrate responsible decision-making • Demonstrate positive interpersonal skills • Demonstrate care for others • Take active part in art, sports and co-scholastic activities • Take determined efforts towards improving their learning • Dialogue regularly with teachers and caregivers on issues concerning their learning and self-development • Demonstrate continuous improvement in learning as per prescribed FLN outcomes
Teachers	<ul style="list-style-type: none"> • Demonstrate awareness of the effects of their own values, beliefs and behaviour on children’s learning • Form positive relationships with all students in their class, using appropriate language and practices • Regularly and effectively organise learning through age-appropriate and engaging activities based on constructivist pedagogy and curricular LOs, with appropriate cooperative learning structures and classroom management practices • Make planned efforts for enhancing student learning • Use student assessment regularly as developmental tool • Provide appropriate support to slow learners and children with special needs • Seek opportunities or guidance for professional development
School headmasters	<ul style="list-style-type: none"> • Demonstrate awareness of the effects of their own values, beliefs and behaviour on the school environment and children’s learning • Form positive relationships with all staff, using appropriate language and practices • Lead efforts to maintain a school environment based on Constitutional values (as prescribed under RTI Act) • Ensure observance of fair and transparent school rules by all stakeholders

	<ul style="list-style-type: none"> • Ensure that teachers take planned efforts for enhancing student learning as prescribed in the formal curriculum • Provide appropriate support for teachers • Lead efforts to develop productive relations with students' caregivers and the local community • Organise, as feasible, values-based whole-school activities • Seek opportunities or guidance for professional development
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MV 3.0 SEEL Outcomes

Students	<ul style="list-style-type: none"> • Demonstrate self-awareness and application of self-management skills • Demonstrate independent thinking • Demonstrate responsible decision-making • Demonstrate creative and critical thinking • Demonstrate appreciation of diversity • Demonstrate positive interpersonal skills • Demonstrate care for others • Contribute to the well-being of others
Teachers	<ul style="list-style-type: none"> • Demonstrate awareness of the effects of their own values, beliefs and behaviour on children's learning • Form positive relationships with all students in their class, using appropriate language and practices • Regularly and effectively organise SEEL activities, with appropriate cooperative learning structures and classroom management practices • Assess and communicate student SEEL attainments to key stakeholders

6. Expected Challenges

MV 3.0 implies changes in many traditional notions and practices of teaching and learning, values education and management of student behaviour. The foreseen challenges and means of addressing them are summarised below.

Challenges	Proposed Means of Addressing Challenges
Attitudes and beliefs of stakeholders	The rationale of programme processes will be explained to stakeholders before the start of any intervention. They will also be told how the programme processes are aligned to RTE Act and NEP 2020. Stakeholders will be told about the potential benefits of the programme, including numerous benefits to themselves. They will be urged to try out programme processes and activities with an open mind, in a gradual and phased manner. Resultant positive changes in school climate and positive behavioural outcomes among students and school staff could lead to changes in the attitudes and beliefs of stakeholders, by the theory of cognitive dissonance. ⁷⁷
Load on school time	Schools will be explained how the programme is in alignment with the NEP 2020 mandates and the school curriculum. Schools/teachers will be guided on how activities can be fitted into their daily routines. Time required for SEEL class activities will be less than 5% of total school time.
Teachers and HMs' time required for participating in capacity building workshops	The programme's capacity building workshops are aligned to teacher capacity requirements identified in NEP 2020. As such, the workshops cannot be seen as a "burden". As feasible, the workshops will be conducted in a staggered manner, and will be followed by offline support. There will be regular liaison with SCERTs/DIETs and other training authorities, to ensure that there is no clash of schedules or overlap of training inputs.
Moving towards use of student centric teaching and learning methods	Use of student centric teaching and learning methods is mandated under the RTE Act and NEP 2020. The programme will be complementing efforts already being taken by government and non-government agencies, and schools, to change traditional teaching styles and methods. It must be however recognized that changing established teaching methods, on a large scale, in such a way that there is sustained improvement in student learning outcomes, requires many years of intensive efforts.
Varied rate of adoption of the programme and varied rate of change in schools	Variation in the rate of adoption and change across schools is expected. Efforts will be taken to increase rate of adoption by communicating success stories of schools, and by working closely with schools that are facing many challenges in adoption.

⁷⁷ Festinger L, 1957, A Theory of Cognitive Dissonance, Stanford: Stanford University Press

Glossary

Term	Definition
Activity	An action or set of actions designed or used to create the conditions for desirable learning.
Assessment	Process used to measure the quality and quantity of learning and teaching.
Attitude	A set of way of thinking or feeling about something.
Classroom management	A variety of skills and techniques that teachers use to keep students focused and attentive in a classroom, whereby behaviours that impede students' learning are minimized, and behaviours that facilitate or enhance learning are maximized.
Climate	Learning environment in a school or classroom.
Competency	A cluster of related abilities, attitudes, knowledge and skills.
Cooperative learning	A process that enable students to learn cooperatively rather than competitively, using one another's resources and skills (asking one another for information, evaluating one another's ideas etc.) with the teacher playing the role of a facilitator, rather than a provider of information.
Cooperative learning structures	Specific cooperative learning strategies for organizing interactions between students.
Constructivism	A theory of learning based on the idea that humans construct their own knowledge through direct experience, as opposed to being taught concepts in the abstract.
Curriculum	The total learning experience provided by a school, including the content of courses (the syllabus), the methods employed, and other aspects like values, which relate to the way learning is organized.
Curriculum framework	A plan that interprets educational aims vis-à-vis both the individual and society, to arrive at an understanding of the kinds of learning experiences school must provide to children.
Holistic development of children	The social, emotional, physical, mental and intellectual growth of a child, establishing the child's overall wellbeing.
Interventions(s)	Actions for adoption and implementation of Mulyavardhan 3.0.
Learning outcome	Significant learning that students have achieved and can reliably demonstrate.
Multigrade teaching	Teaching and learning organised for children of different grades placed in the same classroom.
Objective	A specific result sought to be achieved with a time-frame, a result that is more specific and easier to measure than a goal.
Outcome	Result or consequence of the programme or an intervention.
Pedagogy	The method and practice of teaching.
Practice	A customary or habitual way of doing something.

Psychosocial environment	The relations between teachers and students, between students, and between students and the social conditions in school, which influence the quality of their learning.
Social, emotional and ethical learning	The process through which children acquire and effectively apply the knowledge, attitudes, and skills necessary to understand and manage emotions, set and achieve positive goals, feel and show empathy for others, establish and maintain positive relationships, and make responsible decisions.
Student centric approach	An educational approach that places the student in the centre of the learning process, whereby students are active participants in their learning, and hence are more intrinsically than extrinsically motivated to learn. It is in contrast to the traditional, teacher-centred approach, which has the teacher at its centre in an active role and students in a passive, receptive role.
Values	Principles, standards or qualities considered desirable.
Value(s) education	A school-based effort to promote certain values among students, so that their thinking, feeling and behaviour are guided by the values.
Whole-school approach	A cohesive and collaborative effort by and in a school to achieve defined goals such as improving student learning on values, behaviour and wellbeing, and improving the supporting school processes and conditions.



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