SHANTiLAL MUTTHA FOUNDATiON

History of Mulyavardhan

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Introduction

The Mulyavardhan programme was designed and developed by Shantilal Muttha Foundation (SMF), which focused on values and life skills education in primary schools of the country to nurture good citizenship that played a pivotal role in the holistic development of children. SMF envisioned schools as institutional spaces involving values-based human interactions that influenced the norms and standards of behaviour of children and all other stakeholders. It believed in learning by experience, and learning to learn and grow together.

SMF worked within the confines of national policies and frameworks of the school education system to strengthen and improve the quality of education through innovations, technology-enabled solutions and behaviour change interventions. Aligning with national priorities, it contributed to and accelerated reforms in school education, supplementing government's initiatives without adding any additional burden on the system. The objective was to not just improve the student learning outcomes in isolation, but to integrate them in all-round development of children underscoring the Constitutional and human values, and Social Emotional Learning (SEL).

Rationale for Inculcation of Values in Children

The National Education Policy, 2020 says: "It is becoming increasingly critical that children not only learn, but more importantly learn how to learn. Education thus, must move towards less content, and more towards learning about how to think critically and solve problems, how to be creative and multidisciplinary, and how to innovate, adapt and absorb new material in novel and changing fields. Pedagogy must evolve to make education more experiential, holistic, integrated and enquiry-driven, discovery-oriented, learner-centered, discussion-based, flexible, and of course, enjoyable… Education must build character, and enable learners to be ethical, rational, compassionate and caring…" (p. 3).

Ethical, rational, compassionate, caring and responsible citizenship required understanding and appreciation of values. Teaching and learning of Constitutional and human values in schools were generally limited to the realm of knowledge. Students learned about values through their textbooks. Although values were implicit in school curriculum, no dedicated efforts were made by teachers, schools or school systems to inculcate them in students. Sometimes, students were given special lectures on values at the school assembly, and on occasions like national days etc. In some cases, a few learning opportunities were created by schools to help students experience some facets of the democratic way of life through cooperative work, community service, debates, discussions etc. However, schools did not generally undertake planned and sustained efforts to help students develop all aspects of values (thought, feeling, behaviour), attitudes and competencies required to play the role of a caring, compassionate, responsible and productive citizen.

Effective nurturing of democratic citizenship in schools necessarily required an enabling school climate that allowed students to learn and express themselves without fear, anxiety or stress. Providing a child friendly school climate that nurtured caring, responsible,

productive citizenship was among the primary mandates[1,2] of schools in the country. The National Education Policy, 2020 envisions an education system rooted in Indian ethos with knowledge, skills, values and dispositions that contribute directly to transforming India sustainably, instilling among learners a deep-rooted pride in being Indian, not only in thought but also in spirit, intellect and deeds (p. 6).

However, a worrying level of indifference to the responsibilities of democratic citizenship was observed among young people in the country. Many educators and parents were concerned about the growing self-centeredness and indifference towards others displayed by students. There was concern, supported by incidents highlighted in the media, that many young people were easily taking to the path of violence[3]. In spite of receiving a reasonably good education, many of them displayed gender, communal and other prejudices. The level and kind of participation of youth in civic and public affairs was also quite disconcerting. National Education Policy, 2020 envisions students formulating a position/argument about an ethical issue from multiple perspectives by inculcating and developing in them traditional Indian values and all basic human and Constitutional values[4]. If we fall short in this, the reflection will be seen not just in their own lives but in the society at large as well. The fact that values could not be imposed or taught, but could only be imbibed by the children or inculcated during their formative age made it very important for schools, especially primary schools, to take on this responsibility.

Democratic Values and Educational Goals in Policies

The concept of democracy had several aspects understood and emphasized in many ways in different democratic countries, according to their historical and cultural backgrounds, and the issues they faced. In this context, NCF 2005 discussed democratic values, as enshrined in the Constitution of India, in relation to major issues faced by the country, as well as in relation to education goals (pp 8-11). The discussion, which drew from earlier documents like the Report of the Secondary Education Commission, 1952, pointed to certain values/ attitudes of democratic citizenship that needed to be nurtured by schools in India.

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[1] **Democratic citizenship and curriculum aims**: The need for nurturing democratic citizenship in schools has been emphasized by various policy documents since independence. Echoing the recommendations of the Secondary Education Commission, 1952 and the Kothari Commission, 1966, the National Curriculum Framework (NCF 2005, pp. 7-11) stressed the need to "foster democracy as a way of life rather than only a system of governance." To meet this end, the "creation of a citizenry conscious of their rights and duties, and commitment to the principles embodied in our Constitution is a prerequisite." Hence, the "greatest national challenge for education is to strengthen our participatory democracy and the values enshrined in the Constitution." The aims of school education should be located within these values. "Education should aim to build a commitment to these values, which are based on reason and understanding. The curriculum, therefore, should provide adequate experience and space for dialogue and discourse in schools to build such a commitment in children."

[2] **RTE 2009 Mandate on school processes and school climate**: Section 29(2) of the Right of Children to Free and Compulsory Education 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-centered manner." The school climate should be such that children are "free of fear, trauma and anxiety", and can "express views freely."

[3] **NCERT 2012 Education for values in schools – A framework**: Despite considerable progress made, our society is shaken by conflicts, corruption and violence. There has been distortion in our value system. Wherever we look, we find falsehood and corruption. Majority are interested in own families and not interested in fulfilling responsibilities to society. Although erosion of values existed throughout the history of human existence and is shared by all cultures, the current degeneration of values has become a matter of great concern in our country.

[4] **Ethics and human and Constitutional values**: The National Education Policy, 2020, under "Principles of the Policy" (NEP 2020, pp. 4-5) describes the purpose of the education system as to develop 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." It aims at producing "engaged, productive and contributing citizens for building an equitable, inclusive and plural society as envisaged by our Constitution."

In this context, the National Education Policy, 2020 observes that "the public education system is the foundation of a vibrant democratic society, and the way it is run must be transformed and invigorated in order to achieve the highest levels of educational outcomes for the nation" (p. 31). Specific linkages between democratic values and education goals as reflected in various policy documents are described in detail in [Annexure-1].

Values and Competencies

Mulyavardhan 2.0 aimed to help students develop values, attitudes and competencies necessary for democratic citizenship, in an enabling school environment. These values, attitudes and competencies are derived through a framework shown in Figure-1. At the very core lie the values enshrined in the Constitution of India. These values define Mulyavardhan's goals and guide its educational practices and implementation processes. An understanding of the core values leads to the identification of desirable values and attitudes of a democratic citizen. These values and attitudes are placed in the school education context in Mulyavardhan. Related to values and attitudes are certain competencies, which are critical for helping students to become knowledgeable, responsible, caring and contributing members of the society.

Figure-1: Mulyavardhan Values and Competencies Framework
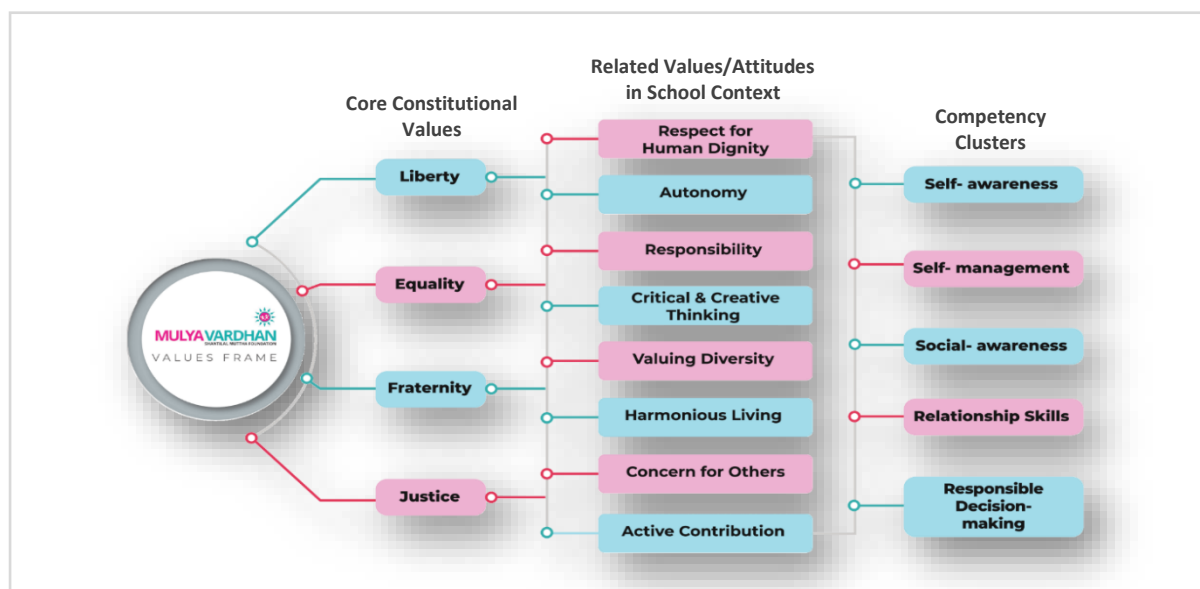
See [Annexure-2] for detailed explanation on core Constitutional values, related values and attitudes, and competencies fostered through Mulyavardhan.

Validation of Mulyavardhan with Global Practices

The Mulyavardhan programme was conceptualized with the clear objective of developing an impactful value education framework that can be scaled to all the 15 lakh schools in the country. The structure of the programme was therefore designed and developed after several rounds of expert consultations and research on both Indian and global scenarios of peace, moral and value education as particularly relevant to our own culture, traditions, school contexts, and keeping in view the needs and aspirations of our students, teachers and school systems. During the development phase of the programme, in 2012 an in-depth study of the global scenario on peace and value education was conducted wherein practices from across six continents comprising more than 15 nations was undertaken. These included practices from Malaysia, Korea, Japan, Hong Kong and China from Asia; Belgium, Sweden, United Kingdom, Northern Ireland, Germany and France from Europe; the United States of

America and Canada from North America; Brazil from South America; New Zealand from Australia Region, and a few Institutions from Africa. Report placed at [Annexure-3].

Subsequently, in October 2012, an in-depth study of Indian policies on value education as reflected in various policy provisions, policy recommendations of various Commissions and Committees set up by the Government with respect to values education in the school system was conducted. This study covered both pre and post-independence scenarios, beginning from the Indian Education Commission of 1882, also known as the Hunter Commission, up to the Draft Framework on Education for Values in Schools, 2012. The objective of the study was to bring out and demonstrate workable models in the education system that would take care of several concerns, ranging from conceptual clarity of values right up to implementation, monitoring and assessment of impact. Report placed at [Annexure-4].

Critical information from all foundational research thus undertaken were compiled and documented in January 2013 within the Mulyavardhan Framework under the section "Value Education – Thoughts, Policies and Initiatives", inviting comments and suggestions from policy makers, scholars, officials, principals, teachers, parents and citizens to further the cause of value education in the country, so that it becomes an integral part of our schooling system. Report placed at [Annexure-5].

Going one step further, in May 2015, along with implementation of the Mulyavardhan programme, an in-depth analysis was carried out to understand the theoretical foundations of value education as reflected in various psychology theories and teaching-learning strategies, including those mentioned for the rationale and trends by various thinkers, international institutions, policy directives, and contemporary descriptions. This study provided an overview of the approach to value education in India, outlining the evidence for it, indicating what works and what does not work, and highlighting key factors for meaningful value education, stressing the need for explicit selection of values, a whole-school approach, and methods of teaching that respect children as dynamic learners within their environment. Report placed at [Annexure-6].

Evolution of Mulyavardhan

Mulyavardhan, in its present form, is the result of two decades of intensive work and learning from on-ground implementation of various initiatives with the government system, stakeholder feedback, research and evaluation studies in school education. The period 2002 to 2020 marked the phase-wise evolution of the Mulyavardhan programme, growing in strength both in terms of establishing its roots as well as accomplishing scaled impact in two States. The programme shows immense potential for scaling impact further across primary schools in the country with a view to address the crying need for values-based transformation of schools. The programme demonstrates successful implementation of a values-based competencies framework with a unique pedagogy as envisioned in various policy initiatives of the government in the country's independent history. Mulyavardhan's evolutionary journey can be traced in the following distinct phases.

Figure-2: Evolution of Mulyavardhan

Understanding the Domain (2002-2008)	Mulyavardhan 1.0 (2009-2015)	Mulyavardhan 2.0 (2015-2020)	Mulyavardhan 3.0 (2022)
OBJECTIVE:	**OBJECTIVE:**	**OBJECTIVE:**	**OBJECTIVE:**
Understand school systems in-depth along with processes and constraints to design and develop interventions and tools that help improve their quality	**Design and develop a values-based education program (MV) aligned to the school curriculum and delivered through a well-researched pedagogy**	**Scale MV as a government initiative in all government primary schools of Maharashtra and Goa**	**Introduce the Mulyavardhan 3.0 Platform as a public good, ready to scale impact across the country**
Designed, developed and implemented programs in more than 4,300 schools across the country:	MV piloted in 450 government primary schools with 35,000 students in Beed district of Maharashtra	**2015:** • MV framework and strategies revised basis results of pilot, evaluation studies and on-ground stakeholder experiences, aligning them with NCF 2005, SDG 4.7, RTE 2009 and NCERT's Education for Values Framework	
• School assessment & accreditation • Teacher training • Value education • School leadership training • Student assessment	**2011-2013:** • Evaluation studies by Cambridge University, Oregon State University, and NCERT • MV approaches validated with global best practices • Contributed as a Member of Development Team to NCERT's Education for Values Framework, 2012 • Presented papers on MV at Global Conferences in Nanjing (2011) and Taipei (2012)	• Post review of revised MV model, decision by State Governments of Maharashtra and Goa to implement it as a government program in all primary schools, in a phased manner **2016-2020:** MV first ever value education program scaled in India since independence. Government school systems and teachers in Maharashtra and Goa took proactive ownership In 2019, MOU signed with Government of Gujarat to scale MV, curriculum finalized and pilot started in one district before Covid-19 pandemic stopped all activities	

Read more about "Understanding the Domain (2002-2008)" and the "Mulyavardhan 1.0 (2009-2015)" phases at [Annexure-7] and [Annexure-8] respectively.

Mulyavardhan 2.0 (2015-2020)

During this phase, the redesigned Mulyavardhan programme was scaled as a government initiative across all Zilla Parishad primary schools in Maharashtra and Goa. Mulyavardhan is arguably the first value education programme in independent India that was scaled in more than 68,000 government primary schools, with government school systems and teachers taking its ownership. Additionally, two private school networks in Goa – Vidyabharti and Archdiocesan Board of Education – have adopted the programme for their students as well.

Mulyavardhan became highly popular among students, teachers, and school leaders who adopted it wholeheartedly across Maharashtra and Goa. Despite being an initiative from 'outside' the formal school system, Mulyavardhan found unanimous acceptance among all stakeholders irrespective of their social, political or religious affiliations. The programme was implemented in six languages – English, Hindi, Marathi, Konkani, Urdu, and Gujarati – with even the Urdu medium version receiving an equal acclaim. The former and incumbent Chief Ministers of Maharashtra and Goa took keen interest in the programme and supported its state-wide implementation. More than two lakh government teachers took ownership of the programme, reaching out to 45 lakh students across 68,000 schools.

Mulyavardhan's success can be ascribed to two factors that were responsible for government school systems and stakeholders viewing it as an innovation. The first is how well it aligned Constitutional and human values with the school curriculum, creating situations both within and outside classrooms that enabled students imbibe values. The second was the programme approach that promoted a child-centric, joyful, constructivist and activity-based pedagogy through cooperative learning, cooperative games and classroom management practices, defined as the Mulyavardhan Pedagogy.

This well-researched foundational approach aligning to the curriculum and to the primary school context triggered the interest of teachers and students alike. The programme received more than 21,000 video testimonials and 4,000 posters from teachers and students expressing their perspectives and views. The Government of Maharashtra published a compendium of teacher testimonials on Mulyavardhan, aptly titled 'Yashogatha'.

Implementation of the Mulyavardhan 2.0 programme in Maharashtra was supported by Tata Trusts and Enam Securities Pvt. Ltd., Mumbai. In 2018, Tata Trusts conducted an independent evaluation of the programme, the report [Annexure-9] of which observes that Mulyavardhan "has transformed classrooms from teacher-centred learning environments to child-centric ones. The study showed that Mulyavardhan schools have attained a 25% higher score in overall performance towards nurturing constitutional values in schools. The target schools have also attained a 10% higher score in providing child-centric learning environments, and in demonstrating practices for the development of supportive value-related competencies. Students report an increase in confidence, improved relations with teachers and peers, as well as increased participation in classroom activities."

Mulyavardhan 2.0 Reach and Coverage

Table-1: Mulyavardhan 2.0 Reach & Coverage

State	School System	Year	No. of Schools	No. of Teachers	No. of Students	Languages
Maharashtra	Government	2015 Onwards	68,000	1,97,800	44,89,000	Marathi, Hindi, Urdu, English
Goa	Government, Vidyabharti, and Archdiocesan Board	2015 Onwards	900	2,400	45,000	Konkani, Marathi, English
Gujarat	Government	2019-20	300	2,000	47,000	Gujarati
		Total	69,200	2,02,200	45,81,000	

Mulyavardhan 2.0 Success Factors

Figure-3: Mulyavardhan 2.0 Success Factors

CHALLENGES OVERCOME	SUCCESS FACTORS	RESULTS
PEDAGOGY • Deeply ingrained mindsets and traditional teaching-learning practices oriented towards academic performance • Inadequate awareness in functionaries at various levels about creating a conducive environment for students to imbibe values	• Conductive classroom environments for inculcation of values in students • Cooperative learning, cooperative games and classroom management strategies • Child-centric, joyful, constructivist, activity-based learning practices	• Teachers owned and adopted MV pedagogical practices within the existing parameters and constraints of government school system • Learning became joyful, activity-based and enjoyable for students • Conducive classroom situations helped students imbibe values
CURRICULUM • Major value component implicit in curriculum, however limited focus on inculcating them in students	• Clear focus on inculcating constitutional values, aligned to academic curriculum • Activity-based demonstration of classroom sessions and development of customized supporting teaching-learning material for teachers and students to enable value inculcation	• Students demonstrated competencies like self-awareness, self-management, social awareness, relationship skills, and responsible decision making, aligned to constitutional values
ROLE OF TEACHERS • Emphasis on teaching academic subjects • Limited opportunities for teachers to acquire and practice new skills	• Redefining the role of teachers as 'facilitators' to empower students learn on their own, developing cognitive, intra-personal and inter-personal skills	• Teachers' interest in teaching learning process stimulated, and their skills and confidence enhanced • Parents and community participation and pride in local government schools enhanced

Monitoring & Evaluation

The design of the Mulyavardhan programme was guided by significant research and foresight. As early as 2010, two research studies were initiated to gather reliable evidence on programme outcomes, and to identify the strengths and challenges in its design and

implementation, thereby obtaining evidence-informed directions for making further enhancements in the framework.

Mulyavardhan 1.0 (2009-2015)

Technical Services from the University of Cambridge (CUTS) assessed the impact of the Mulyavardhan pilot programme in 2010-2011, especially looking into stakeholder reactions to the project, and assessing the overall outcome at an individual and at the school levels. Later, in 2012, a second assessment of the programme was conducted by the University of Cambridge. In the same year, a separate internal study was conducted to determine stakeholder perceptions covering government education officials, school principals, teachers, and parents. In 2012 itself, a more in-depth quasi-experimental study of the programme was undertaken by Dr. Brian Flay from the Oregon State University, to gather evidence of positive changes in students' behaviour, beliefs, skills and the school ethos, and to assess the extent to which these have occurred due to the Mulyavardhan programme or other known factors. In 2013, the National Council for Educational Research and Training (NCERT), Government of India evaluated the Mulyavardhan pilot programme. An expert committee from the NCERT visited the programme and provided recommendations for improvement.

Mulyavardhan 2.0 (2015-2020)

The Mulyavardhan 2.0 design and framework were informed by the results and outcomes of above assessments by the University of Cambridge, the Oregon State University, and NCERT. In addition, a baseline assessment [Annexure-10] of Mulyavardhan was conducted by the Jnana Prabodhini Institute of Psychology, results of which too have informed its design.

Mulyavardhan evaluation activities currently include baseline and endline studies; annual evaluation studies; narratives, reflections and anecdotal records; as well as case studies of schools, teachers and students. Monitoring activities include:

- Effectiveness of input processes, including training feedback, trainer evaluations.
- Monitoring of outputs through school visits.
- Monitoring of processes as a measure of outcomes, including classroom and school level observations.
- Joint school and classroom visits.

In 2018-19, a detailed impact evaluation study of the Mulyavardhan 2.0 programme was conducted in Maharashtra and Goa. Key findings from this evaluation are placed at [Annexure-11].

Mulyavardhan 3.0 Platform (2022)

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. It is aligned to higher order learning outcomes of foundational literacy and numeracy of NEP 2020, such as self-expression and critical thinking. Depending upon the 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 the efforts being made by schools towards values education and holistic development of children. Conceptual Framework of Mulyavardhan 3.0 is placed at [Annexure-12].

Mulyavardhan Student Learning Outcomes Including Values

What students are expected to learn and attain through Phase-1 of the Mulyavardhan program are given in [Annxure-13], most of which have already been demonstrated during the Mulyavardhan 2.0 programme. While core democratic values are embedded across learning outcomes, each learning outcome is related to a value/attitude as given in [Annexure-4].

Mulyavardhan Outcomes at School Level

The Mulyavardhan program is expected to trigger a process of values-based transformation in schools, leading to outcomes as described in [Annexure-14].

Values-based School Transformation Indicators

See [Annexure-15] for a detailed list of indicators on values-based transformation of schools. Most of the learning outcomes described in Annexures 14 and 15, and indicators mentioned in Annexure-16 have been derived from the Mulyavardhan 2.0 programme. The Mulyavardhan program will additionally incorporate learning outcomes and indicators for values-based school transformation aligning with expected outcomes of Phase-2 interventions. These will be co-developed with reputed national and international educational institutions and experts.

Glossary

Term	Working Definition
Activity	An action or set of actions designed or used to create the conditions for desirable learning.
Affective	Related to, arising from, or influencing feelings and emotions.
Assessment	Process used to measure the quality and quantity of learning and teaching.
Attitude	A set way of thinking or feeling about something.
Citizen	A person who is a legally recognized member of a nation, who has rights and duties on account of that status.
Citizenship	The status of being a citizen.
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.
Cognitive	Related to the process of knowing, including aspects such as awareness, perception, reasoning, and judgment.
Competency	A cluster of related abilities, attitudes, knowledge and skills.
Cooperative Learning	A process that enables 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.
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[5].
Democratic Citizenship	See Seciton-2: Discussion on Democratic Values and Educational Goals
Educational Practice	A specific, regular way of organizing learning.
Foundation for Values-based Transformation of Schools	The foundational construct of the Mulyavardhan program including (a) Constitutional and human values comprising values-related competencies, life skills, 21st Century skills and social emotional learning skills; and (b) Mulyavardhan Pedagogy constituting a child-centric, joyful, constructivist, activity-based approach with cooperative learning, cooperative games and classroom management techniques.
Goal	Ultimate aim or desired result.
Intervention(s)	Action(s) that SMF will take for adoption and implementation of Mulyavardhan.
Knowledge Management System	A technology platform developed to host and display the entire range of Mulyavardhan resource material including frameworks, strategies, teacher professional development tools, Mulyavardhan knowledge packets, self-learning modules, audio-visuals, guidebooks, teacher peer-learning resources etc. so as to make them easily accessible and available at all times to all stakeholders in the school system.
Learning Activity	See Activity.
Learning Outcome	Significant learning that students have achieved and can reliably demonstrate.
Mulyavardhan Knowledge Packets	A set of structured activities used in Phase-1 and 2 of the Mulyavardhan program for teacher professional development as well as for teachers to facilitate Mulyavardhan classroom sessions with students.
Mulyavardhan Pedagogy	A well-researched, global evidence-informed pedagogical practice that is child-centric, joyful, constructivist, and activity-based, using cooperative learning, cooperative games and classroom management techniques used by the Mulyavardhan program.
Objective	A specific result sought to be achieved within 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.
Programme	Mulyavardhan, initiated by SMF, and implemented by schools, with SMF providing support in various ways.
School Climate	See Climate.
School Transformation with Values	A process whereby learning outcomes of students become integrated and reflected through human interactions in schools, both within and outside classrooms, underscoring Constitutional and human values and social emotional learning.
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-centered 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 behaviours are guided by the values.

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[5] NCERT, 2006, "Position Paper: National Focus Group on Curriculum, Syllabus and Textbooks", New Delhi: NCERT.

Whole-school Approach	A cohesive and collaborative effort by and in a school to achieve defined goals such as improving student learning, behaviours and well-being, and improving the supporting school processes and conditions.

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