MULYAVARDHAN

Values-based Quality Education

Annual Progress Report

Academic Year 2024-25

Directorate of Education Government of Goa | **State Council of Educational Research & Training, Goa** | **Goa Education Development Corporation**

SHANTiLAL MUTTHA FOUNDATION

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Foreword

Dear Colleagues,

It is with great pride and deep satisfaction that I present the Annual Report of the Mulyavardhan Programme in Goa for the Academic Year 2024–25. This report demonstrates the commitment of the Government of Goa and the State's school education system to embed constitutional values and related competencies in young children as part of core classroom learning.

The Mulyavardhan programme, since its inception in Goa in 2015, has evolved into a vibrant and transformative initiative rooted in the vision of holistic education. What began as a simple values education programme has, over the years, expanded in scale and depth—guided by foundational ideals of the Indian Constitution, and aligned with the progressive educational mandates of the National Education Policy (NEP) 2020, and National Curriculum Framework (NCF) 2023.

The Academic Year 2024–25 marked a significant and strategic shift. With the Government of Goa assuming full ownership of the comprehensive school education reform programme, the Shantilal Muttha Foundation's role evolved into that of a focused technical partner, dedicated to deepening its support to the State Government in essential thematic areas like Mulyavardhan. I am proud to share that, under this renewed vision, we have successfully assisted the Government of Goa for Mulyavardhan 3.0, a redesigned and contextually aligned version of the programme that speaks directly to the needs of today's learners and educators.

This year, we trained over 930 teachers, reached nearly 72,000 students across more than 980 government and aided primary schools, and strengthened field-level academic support through dedicated resource persons and Mulyavardhan Champion Teachers. A state-level review meeting held in March 2025 reflected a shared commitment to further expand the programme to middle schools in the upcoming year, signaling our collective resolve to sustain and scale values-based education in the state.

I wish to express my heartfelt gratitude to the Hon'ble Chief Minister of Goa, Dr. Pramod Sawant, for his visionary leadership and continued support. My sincere thanks to Shri. Prasad Lolayekar, Secretary Education; Ms. Meghana Shetgaonkar, Director SCERT; Shri. Shailesh Zingade, Director Education, Shri. Govind Parvatkar, Chairman GEDC, and all educational leaders, officials, trainers, teachers, and field workers whose tireless efforts have brought Mulyavardhan's vision to life in every classroom.

As we step into the upcoming Academic Year 2025-26, I am confident that Goa will emerge as a frontline state demonstrating successful institutionalization of values-based quality education as per the mandate provided by NEP 2020 and NCF 2023. At Shantilal Muttha Foundation, we remain committed to nurturing compassionate, responsible, and democratic citizens, rooted in values, and equipped for the future.

Best wishes,

Shantilal Muttha

1. Government of Goa and SMF Partnership

1.1 Introduction

Since 2015, Shantilal Muttha Foundation (SMF) has partnered with the Government of Goa (GoG) to introduce and implement the Mulyavardhan (MV) programme across primary schools in the state. This long-standing collaboration is grounded in a shared vision of shaping a values-driven education system that goes beyond academic achievement to embrace holistic development and character formation of children.

In 2022, this partnership was significantly expanded through an MoU, leading to the launch of a comprehensive education reform initiative by GoG with technical assistance and capacity building support from SMF. This comprehensive initiative aimed to implement the vision of the National Education Policy (NEP) 2020 in Goa through innovative programmes such as Mulyavardhan values-based quality education, NIPUN Bharat foundational learning, PM-SHRI schools, civic engagement, and assessments and accreditation. As part of this joint initiative, two specialized academic cadres were developed at the state level; Shaikshnik Margdarshan Mandal (SMM) comprising academic experts responsible for curriculum alignment and development of teaching learning resources; and Varisht Shikshak Mandal (VSM) consisting Master Trainers for pedagogy, teacher training and professional development. These specialized cadres received technical assistance and training from experts engaged through SMF's support helped to lay the foundation for a systemic reform process in school education.

1.2 Strategic Transition in 2024

The Government of Goa made remarkable progress in institutionalizing the major components of the comprehensive school transformation programme initiated in partnership with SMF. Through sustained investments in training, capacity building, curriculum alignment, assessment reforms, and pedagogical innovation, Goa successfully operationalized a wide range of reforms envisaged under NEP 2020 and NCF 2023. Two critical institutional mechanisms, Shaikshnik Margdarshan Mandal and Varisht Shikshak Mandal, emerged as the cornerstones of this initiative, ensuring all round improvements in academic planning, curriculum development, and teacher professional development in the state.

With the establishment of these expert groups and the strong leadership structures within SCERT, GEDC, and Samagra Shiksha, Government of Goa assumed complete ownership of the education reform agenda, including FLN implementation under NIPUN Bharat, assessment and accreditation mechanisms, and teacher professional development pathways aligned to the emerging national priorities. The availability of a trained cadre of educators and resource persons across all districts enabled the State Government to embed these initiatives firmly within the education system.

In the light of these developments, the role of SMF underwent a strategic recalibration vis-à-vis its technical assistance in Goa. In 2024, SMF transitioned to a more focused role, offering targeted technical assistance to the Government of Goa in areas that required specialized support. These mainly included the continued implementation and expansion of the Mulyavardhan values-based

quality education programme, which remained a high-priority area for the State. Drawing on its long-standing expertise in value-based education, SMF began to consolidate its efforts on scaling Mulyavardhan to all primary schools and preparing for its phased introduction in middle schools, Grades 5 to 8. This strategic narrowing of scope allowed SMF to deepen its academic support, refine the training models, and enhance the monitoring and mentoring ecosystem specifically for values-based quality education.

1.3 Partnership Redefined

This shift marked an important milestone in the partnership between the Government of Goa and SMF, reflecting the maturity of the State's education system and its readiness to innovate and lead reforms. It also underscored a shared commitment to sustainability, where external support organizations such as SMF serve as enablers of systemic transformation. This new partnership model now prioritizes knowledge-sharing, responsive and need-based assistance, and innovation in a specific domain, ensuring that Mulyavardhan remains at the forefront of Goa's efforts to nurture caring, compassionate, productive, and socially responsible citizens. The current report details the progress and outcomes of this focused phase of the Mulyavardhan implementation and expansion in Goa during the academic year 2024–25.

2. Mulyavardhan Implementation and Expansion

2.1 Mulyavardhan in Goa

Since 2015, SMF had partnered with the Government of Goa to implement Mulyavardhan across primary schools in the state. Mulyavardhan, a visionary values-based quality education initiative conceptualized by SMF, is a transformative programme that responds to the growing need for integrating values, dispositions, ethics, and democratic principles into the everyday experience of schoolchildren.

Rooted in the foundational values of the Indian Constitution, the programme aspires to cultivate a generation of caring, compassionate, socially responsible citizens. It seeks to nurture children, instilling in them competencies that enable social emotional intelligence, ethical decision-making, and civic consciousness, empowering them to meaningfully engage with peers, communities, and society at large.

Mulyavardhan incorporates a constructivist, child-centric, and activity-based pedagogy to create safe, inclusive, and joyful classrooms where learning is organically linked to lived experiences. Through structured classroom activities, dedicated periods, and whole-school engagement, the Mulyavardhan programme instills the core principles of Justice, Liberty, Equality, and Fraternity in children from a young age.

The programme was initially rolled out in a pilot mode in Goa and subsequently scaled, owing to its positive reception by educators, school leaders, parents, and students. Over the years, it has evolved into being the cornerstone of values-based quality education in Goa's government school system, forming an integral part of the state's strategic efforts to align with national educational reforms.

2.2 Expansion of Mulyavardhan

The Government of Goa, under the visionary leadership of the Hon'ble Chief Minister Dr. Pramod Sawant, placed strong emphasis on the integration of value-based education across all schools in the state. As part of this commitment, the ongoing Mulyavardhan values-based quality education programme has been significantly enhanced to reflect the evolving educational vision outlined in national policy frameworks.

Accordingly, SMF undertook a comprehensive revision of the Mulyavardhan educational material, fully aligning them with NEP 2020 and NCF 2023. These revised resources, rigorously reviewed and officially approved by expert committees constituted by the SCERT Goa, combine academic depth with contextual sensitivity, ensuring their relevance to Goa's school environment.

The programme has now entered a new transformative phase with the launch of Mulyavardhan 3.0, the redesigned version that incorporates the latest curricular reforms and pedagogical best practices. Key features of Mulyavardhan 3.0 include:

- Classroom activities aligned with the broader aims of school education as defined and articulated by NCF 2023

- Competency-based learning modules designed to nurture the social emotional and ethical development (SEED) of students

- A robust foundation in constructivist pedagogy, integrating cooperative and participatory learning methods

- Activity-based content for primary grades clearly mapped to the goals of the NIPUN Bharat mission, thereby supporting the foundational literacy and numeracy initiative alongside values-based quality education

In order to institutionalize and scale this new vision, the Government of Goa and SMF formalized their redefined partnership. This collaboration marks a significant milestone in embedding values education as an important pillar of the state's educational framework and underscores the shared vision and commitment to nurturing ethically grounded, socially responsible, and emotionally resilient children across Goa.

3. Progress Update – Academic Year 2024-25

3.1 Mulyavardhan Coverage – 2024-25

Mulyavardhan Coverage in Government and Aided Primary Schools – 2024-25			
Particulars	Government Primary Schools (Grade 1-4)	Aided Primary Schools (Grade 1-4)	Total
No. of primary schools covered in the programme in 2024-25	696	287	983
No. of teachers trained during 2024-25	665	274	939
Number of students benefited from the programme	18,803	53,111	71,914

3.2 Summary of Progress – 2024-25

During the academic year 2024-25, the Mulyavardhan programme was successfully implemented across government and aided primary schools in Goa. A total of 983 schools participated in the programme, reaching nearly 72,000 students through the efforts of 939 trained teachers. This extensive coverage reflects the Government of Goa's leadership and institutional commitment to values-based quality education in the state's education system.

To ensure quality implementation, SMF in partnership with the Directorate of Education, SCERT Goa, and GEDC has undertaken a comprehensive capacity-building initiative. This began with a structured training programme for 114 Master Resource Persons (MRPs), including Cluster and Block Resource Persons and selected middle school teachers. Conducted in two phases at SCERT, Porvorim, these sessions focused on values-based pedagogy, the revised Mulyavardhan content aligned with NCF 2023, and facilitation strategies. To address the time gap between MRP training and teacher training, a one-day refresher programme was also held in Sep 2024 to reinforce key concepts and ensure continuity in training quality.

Following this, block-level training workshops were conducted for primary school teachers across all 12 educational blocks in Goa. These sessions were held in Oct 2024 and facilitated by trained MRPs, with additional technical support from SMF's expert trainers. A total of 939 teachers from government and aided schools received two-day intensive training on pedagogy, methodology, and resources of Mulyavardhan, preparing them to implement the programme confidently and consistently.

In addition to the above workshops, supplementary orientation sessions for untrained teachers were also organized. Block-level orientations were organised in Bardez, Dharbandora, and Ponda, reaching over 170 additional government teachers. Further, modular orientation sessions were conducted in Salcete and Mormugao between Feb and Mar 2025. These sessions covered key

pedagogical strategies such as constructivism, positive behaviour reinforcement, cooperative learning, and evolving teacher roles, all aligned with NEP 2020 and NCF 2023. Teachers engaged actively with the content and expressed interest in applying these approaches in their classrooms.

To further decentralize support, school-level orientation sessions were also held for aided school teachers in Salcete and Mormugao, covering both primary and secondary levels. These efforts reinforced importance of continuous professional development and created a strong foundation for the sustained implementation of Mulyavardhan. The SMF team recommends scaling of such short, practice-focused training modules across schools to deepen impact and support classroom transformation.

Overall, the academic year saw significant progress in expanding Mulyavardhan's reach, building teacher capacity, and institutionalizing a robust support framework combining technical training with practical, school-level engagement. More details of the progress update during the academic year 2024-25 are provided in the succeeding sections of this report. These efforts have collectively laid the groundwork for deeper integration and further scale-up of values-based education in the state.
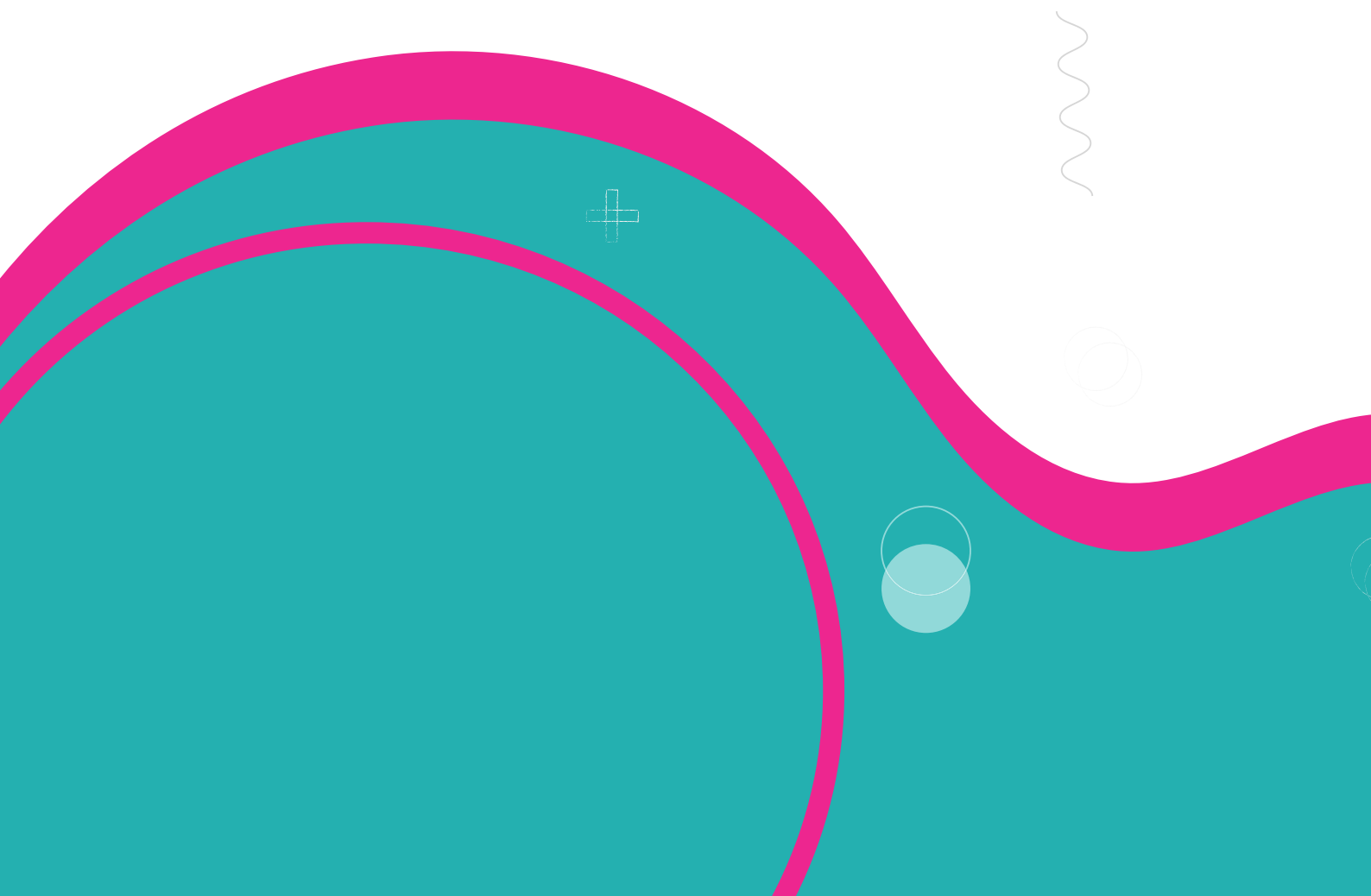
4. Capacity Building of Resource Persons and Teachers

4.1 Training of Master Resource Persons

A structured capacity-building initiative was undertaken to develop a cadre of Master Resource Persons (MRPs) and ensure the effective dissemination and implementation of the Mulyavardhan programme. It was decided that Cluster Resource Persons (CRPs) and Block Resource Persons (BRPs) from each block representing primary schools, along with selected teachers from middle schools, would be trained to assume the role of MRPs for values-based quality education.

This training was conducted in two focused phases at SCERT, Porvorim, Goa, with each phase tailored to address the specific needs of primary and middle school levels. The goal was to equip MRPs with the knowledge, pedagogical skills, and facilitation techniques necessary to effectively mentor teachers and support the school-level implementation of Mulyavardhan.

Training of Master Resource Persons (MRPs) - 4 Days		
Date(s)	No. of Participants	Level
11 to 14 Jun 2024	66	Primary Schools
18 to 21 Jun 2024	48	Middle Schools
Total	**114**	

These capacity-building sessions, designed and facilitated by the SMF team, aimed to equip MRPs with a deep understanding of values-based pedagogy, the revised Mulyavardhan content aligned with NCF 2023, and effective facilitation techniques for impactful classroom implementation.

Training of Master Resource Persons – Jun 2024

4.2 Refresher Training for MRPs

Given the time gap between the MRP training sessions and the commencement of the block-level teacher training, a one-day re-orientation programme was organized by SCERT, Goa, with facilitation support from the SMF team. The purpose of this re-orientation was to refresh and reinforce the MRPs' understanding of the Mulyavardhan content, pedagogy, and delivery strategies to ensure consistency and confidence during teacher training sessions.

The re-orientation workshops were conducted in four batches at strategically selected venues in North and South Goa, as detailed below.

Refresher Training for Master Resource Persons (MRPs) - 1 Day		
Date(s)	No. of Participants (Primary Schools)	No. of Participants (Middle Schools)
24 Sep 2024 (North)	34	22
25 Sep 2024 (South)	32	21
Total	**66**	**43**

Refresher Training of Master Resource Persons – Sep 2024

Refresher Training of Master Resource Persons – Sep 2024

4.3 Capacity Building of Teachers

Simultaneously, the SCERT Goa the Goa Educational Development Corporation (GEDC) convened a strategic planning meeting with all Assistant District Education Inspectors (ADEIs) and Block Resource Centre Coordinators (BRCCs) to streamline preparations for the upcoming block-level teacher training. It was collectively agreed that the training for primary school teachers would be prioritized and conducted first, with training for middle school teachers scheduled for rollout in the next academic year, 2025–26.

At the strategic level, the SMF team continues to lead the capacity-building process for field teams and educators through structured workshops grounded in the principles, methodologies, and pedagogy of Mulyavardhan. These trainings are thoughtfully designed to strengthen instructional competencies of teachers and field level facilitators, ensuring consistent, high-quality delivery of values-based education across schools.

Beyond training, the SMF team also plays a catalytic role in fostering innovation and continuous quality improvement. This is achieved by building collaborative networks with education experts at the national and international level, facilitating an ongoing dialogue, research, training, and curriculum enhancement, thus positioning Mulyavardhan as a dynamic, evolving model of values-based quality education.

4.3.1 Block Level Training for Designated Primary School Teachers

In order to ensure the effective implementation of the newly aligned Mulyavardhan educational materials, a series of block-level training workshops were organized for primary school teachers across Goa. These workshops were meticulously planned and facilitated by the trained MRPs, ensuring consistent delivery of the programme's pedagogy and content.

The training sessions were conducted between 04 and 22 Oct 2024 across 12 educational blocks, covering both Marathi and English medium primary schools. A total of 939 teachers participated in these workshops.

Teacher Training (One Teacher per School) by MRPs – 2 Days (04 Oct to 22 Oct 2024)				
Block	Batches and Dates	Government Schools	Aided Schools	Total
Pernem	2 Batches (4-5 & 7-8 Oct 2024)	62	27	89
Bardez	3 Batches (4-5, 7-8 & 9-10 Oct 2024)	60	49	109
Bicholim	2 Batches (14-15 & 16-17 Oct 2024)	64	17	81
Sattari	2 Batches (15-16 & 17-18 Oct 2024)	69	04	73
Tiswadi	2 Batches (7-8 & 14-15 Oct 2024)	27	27	54
Ponda	4 Batches (14-15, 16-17, 18-19 & 21-22 Oct 2024)	97	29	126
Mormugao	1 Batch (7-8 Oct 2024)	19	23	42
Salcete	2 Batches (7-8 & 17-18 Oct 2024)	37	60	97
Quepem	2 Batches (16-17 & 18-19 Oct 2025)	56	15	71
Sangeum	2 Batches (16-17 & 18-19 Oct 2025)	51	03	54
Dharbandora	2 Batches (15-16 & 17-18 Oct 2025)	46	04	50
Canacona	2 Batches (15-16 & 17-18 Oct 2025)	47	16	63
Total	26 Batches	665	274	939

These sessions were conducted by a team of 72 CRPs/BRPs, along with additional facilitation and technical support provided by expert trainers from the SMF team. This comprehensive training aimed to equip teachers with the pedagogical strategies, content knowledge, and facilitation skills essential for the effective classroom delivery of value-based education through the Mulyavardhan programme.

Bock Level Training of Designated Primary School Teachers

Bock Level Training of Designated Primary School Teachers

4.3.2 Additional Teacher Orientation

(a)   Block Level Orientation to Government Teachers:

On the request of the ADEI, SMF trainers conducted Mulyavardhan orientation programmes for the additional untrained teachers from the following Blocks.

Blocks	Date(s) of Orientation	No. of Teachers Oriented
Bardez	22 and 23 Nov 2024	50
Dharbandora	05 and 06 Dec 2024	35
Ponda	18 and 19 Feb 2025	50
	20 and 21 Feb 2025	36
Total		**171**

(b)   Orientation Sessions for Aided School Teachers:

Following classroom observation visits carried out from 6 to 18 Jan 2025 across approximately 30 English medium aided primary Schools in South and North Goa, the SMF team held interactions with various heads of schools. Several school leaders expressed interest in conducting teacher orientation sessions to strengthen classroom practices aligned with Mulyavardhan curriculum.

In response, the SMF team conducted one round of Mulyavardhan-related teacher orientation sessions in Salcete and Mormugao Talukas from 24 Feb to 8 Mar 2025. These sessions focused on practical, classroom-level pedagogical strategies that are consistent with NEP 2020 and NCF 2023. These strategies are equally beneficial for Mulyavardhan and all other subjects teaching. The core themes discussed in these sessions were as follows.

♦ Constructivism and Activity-Based Learning: Emphasis was provided on student-centered learning, encouraging deeper engagement through hands-on activities and inquiry-based approaches.

♦ Classroom Rules and Consequences: Establishing clear, and collaborative class rules and logical consequences to enhance student discipline and responsibility.

♦ Positive Behaviour Reinforcement: Techniques for recognizing and encouraging desirable student behaviour to foster a supportive classroom environment.

♦ Cooperative Learning: Structuring classroom interactions through pair and group work, and activities that promote collaboration, critical thinking, and joyful learning.

♦ Evolving Teacher Roles: Highlighting the shift from traditional instructional roles to a more facilitative and mentoring roles for deeper student learning.

Teachers actively participated in these sessions, engaging in discussions and showing interest in implementing the strategies shared. Their enthusiasm indicated a strong potential for improving classroom environments and overall educational outcomes through such training. The SMF team recommended that such brief (approximately two hours) modular orientation sessions may be continued and scaled across schools. Each module can target specific Mulyavardhan practices for sequential implementation.

These orientation sessions laid a strong foundation for continuous professional development of primary school teachers in Goa. When scaled effectively with a well-supported field team and accurate data systems, these sessions have the potential to significantly enhance the delivery of the Mulyavardhan curriculum and broader pedagogical practices.

Orientation Sessions for Aided School Teachers

Orientation Sessions for Aided School Teachers

(c) **School Level Orientation for Aided School Teachers:**

Blocks	Date(s) of Orientation	No. of Teachers Oriented	
		Primary Teachers	Secondary Teachers
Salcete	22 and 23 Nov 2024	30	24
Mormugao	05 and 06 Dec 2024	19	21
Total		**49**	**45**

School Level Orientation of Aided School Teachers

School Level Orientation of Aided School Teachers

5. Teacher Support

A robust teacher support mechanism was established to facilitate the successful implementation of the Mulyavardhan programme, with the SMF team playing an important role at multiple levels of the education system.

In order to ensure effective field-level programme execution, the SMF team deployed dedicated resource persons viz. Academic Support Fellows (ASFs) and Taluka Coordinators in each taluka. These resource persons served as the backbone of the on-ground implementation effort in their role as facilitators, mentors, and catalysts for change. Their key responsibilities included:

♦ **Identifying and Addressing Teacher Support Needs:** ASFs worked closely with teachers to understand their classroom challenges and provide targeted support that resulted in meaningful improvements in teaching practices and student engagement.

♦ **Cultivating "MV Champions" for Sustainable Change:** Through identifying and mentoring motivated teachers, ASFs nurtured a cadre of Mulyavardhan Champion Teachers who served as peer role models and helped to inspire the broader adoption of values-based practices across schools.

♦ **Strengthening Institutional Support Mechanisms:** ASFs helped to create and reinforce a supportive ecosystem within the school and block structures, ensuring that teachers received consistent guidance, encouragement, and access to resources for the effective implementation of the programme.

This layered and responsive support system not only ensured consistency in programme delivery but also fostered a culture of continuous professional development, collaborative learning, and teacher empowerment. As a result, educators are increasingly confident and equipped to deliver engaging, student-centered values education that resonates meaningfully in the classroom.
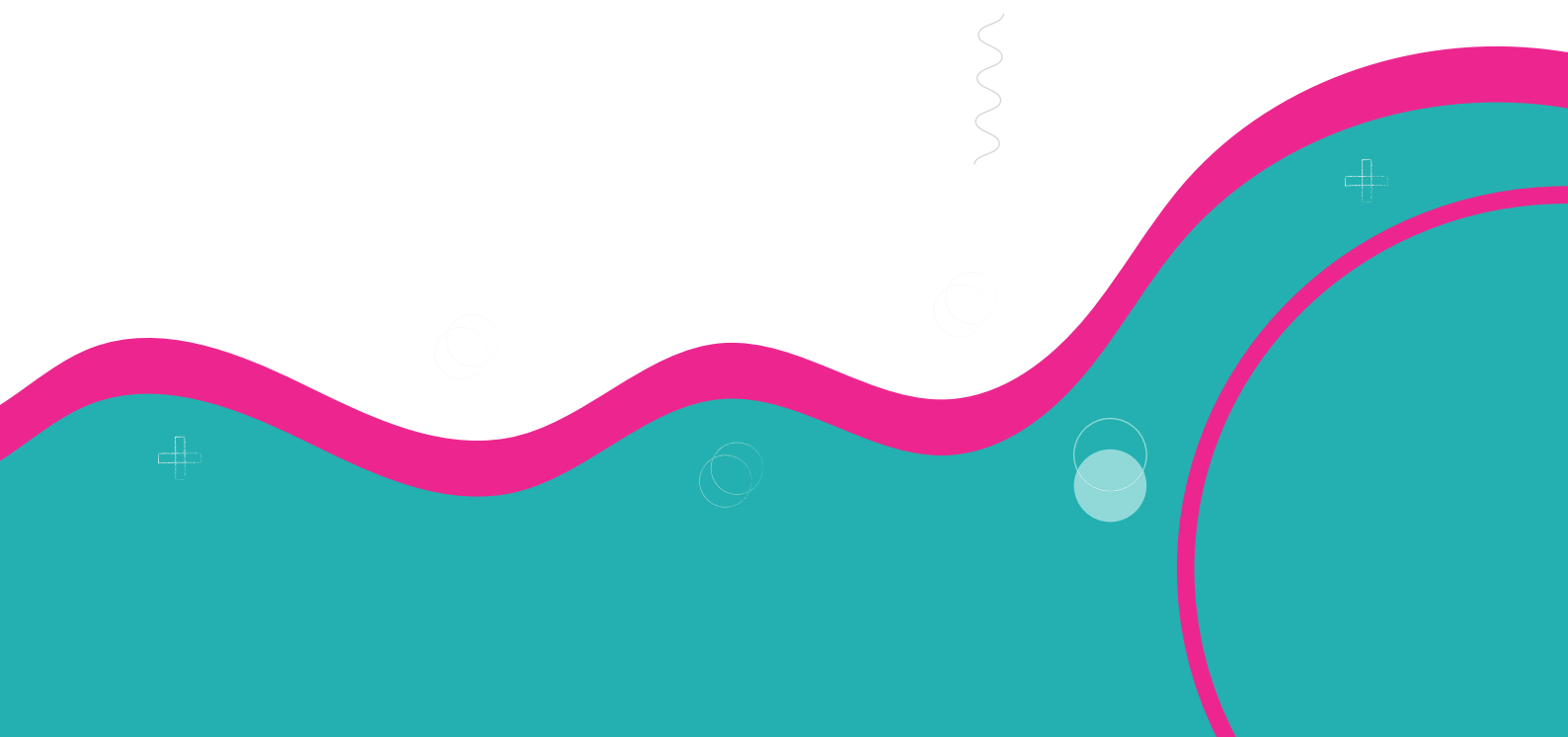
6. Champion Teachers

Apart from the designated MRPs, BRPs, and CRPs, a group of 96 promising teachers from across the 12 blocks were identified and designated as Champion Teachers as part of the Mulyavardhan programme to strengthen peer-led professional development and cultivate a culture of excellence in values education. These educators were selected through a structured review process based on their demonstrated commitment, effective classroom implementation of Mulyavardhan practices, and evident leadership potential in promoting values-based education. Champion Teachers served as local role models, fostering collaboration, inspiring their peers, and contributing to the sustained institutionalization of the programme. The Champion Teachers played a crucial role in the following.

- ♦ Serving as role model practitioners of Mulyavardhan pedagogy

- ♦ Providing mentorship and on-ground support to fellow teachers in their respective blocks

- ♦ Promoting peer learning through classroom demonstrations, in-depth discussions, and collaborative planning

- ♦ Serving as resource persons for future training and capacity-building efforts

This initiative was designed to establish a decentralized support system for teachers that enables sustained, scalable, and locally driven impact at the grassroots level.
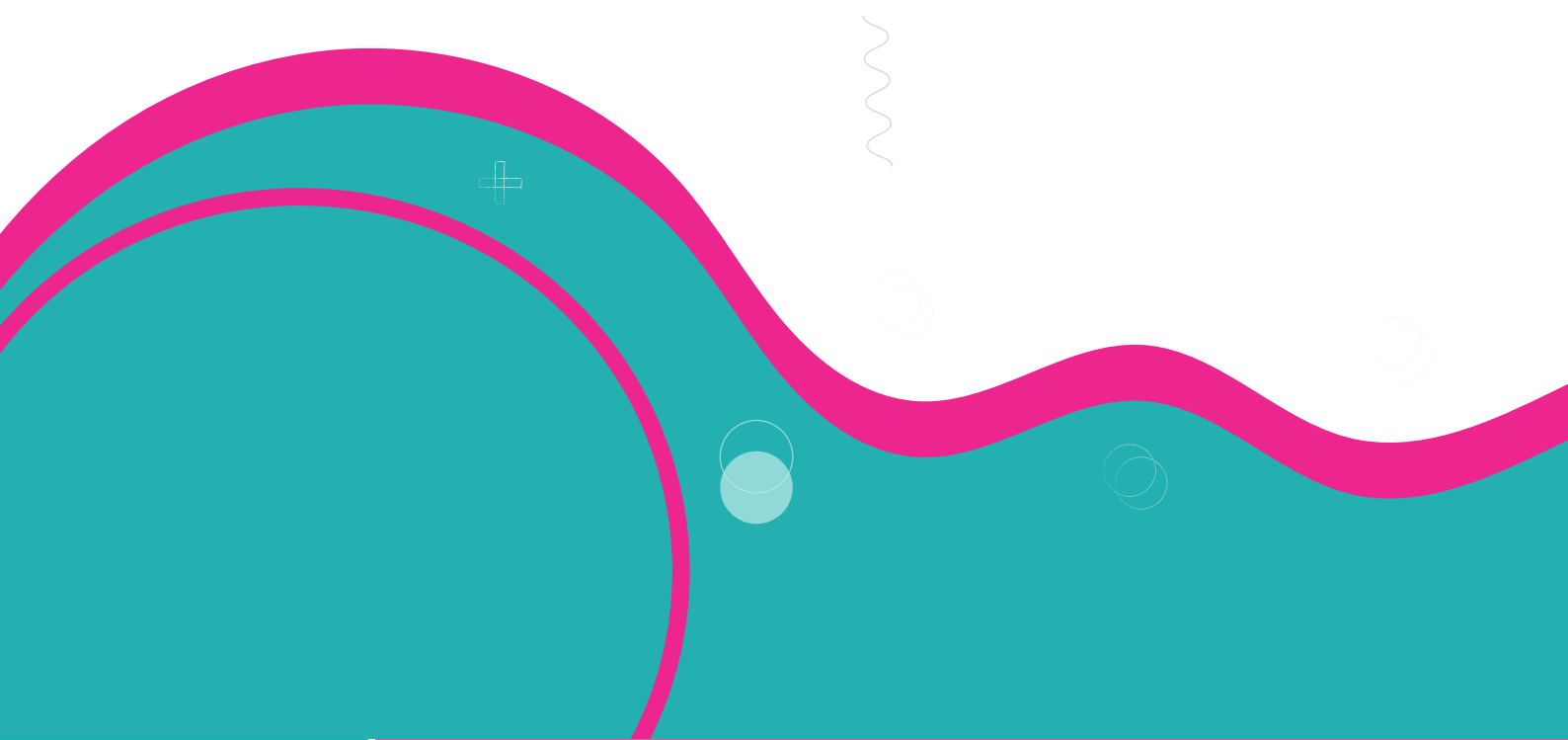
7. Classroom Observations

Classroom observations played an important role in deepening the understanding of teaching practices, student engagement, and academic support needs of educators. These observations were instrumental in identifying specific areas where teacher capacity-building could be further strengthened, thus enhancing the delivery and impact of the Mulyavardhan programme across Goa.

To support this ongoing process, regular monthly school visits were conducted by SMF field teams to provide targeted, hands-on support to teachers. These visits included practical guidance on the effective use of Mulyavardhan workbooks and teaching resources, support for integrating values-based content into daily classroom instruction, and ensured the appropriate distribution and utilization of learning materials.

In addition, the SMF team members demonstrated model lessons, shared pedagogical strategies, and facilitated peer learning through collaborative classroom observations as well as reflective feedback sessions with teachers. This approach fostered a professional environment that was oriented towards continuous improvement, innovation, and mutual learning among educators.

With a view to systematize and standardize the classroom observation process, the SMF team developed a structured Class Observation form as a part of the Mulyavardhan monitoring and evaluation framework. This tool was designed to capture comprehensive information at both the school and classroom levels, focusing on the following key areas.

- ♦ Instructional strategies employed during values education sessions

- ♦ Levels of student participation and engagement

- ♦ Integration of Mulyavardhan materials, including workbooks and teacher guides

- ♦ Alignment of classroom practices with the pedagogical objective of the programme

The use of these structured formats enabled the development of appropriate support systems and interventions to address real-time, context-specific needs of schools and educators, ensuring responsive and impactful programme implementation.

Through this report, SMF respectfully requests the formal approval of the Classroom Observation Format and permission for the SMF team to continue conducting these observations as planned. These efforts are closely aligned with our shared objective of supporting SCERT, Goa, in enhancing the overall quality and effectiveness of Mulyavardhan implementation across the state.

To date, the Block Coordinators and Master Trainers from SMF have successfully conducted 1,265 classroom observations, providing valuable insights that continue to inform decision-making and professional development planning at multiple levels in the education system.

8. Programme Monitoring

Monitoring of the Mulyavardhan programme is carried out through a structured set of processes, with school visits and classroom observations forming the core mechanisms to ensure effective implementation at both institutional and instructional levels. Programme outputs are assessed primarily through school visits, while outcomes, particularly related to student engagement and pedagogical quality, are gauged through focused classroom observations.

During school visits, Mulyavardhan sessions conducted by teachers are observed in-situ, allowing for real-time insights into lesson delivery, use of materials, and student participation. Constructive feedback is provided to teachers to help them strengthen their facilitation. These school visits are typically followed by reflective discussions with the headmaster and school faculty, fostering a shared understanding of implementation challenges and opportunities for improvement.

8.1 School Visits

Since the launch of the Mulyavardhan 3.0 programme in Goa during the academic year 2024-25, school-level monitoring has been a critical component of the implementation strategy. To ensure consistent support for smooth programme implementation, the field staff of SMF conducted an extensive series of school visits across all 12 educational blocks of the state under the guidance and in consultation with the Directorate of Education, SCERT Goa, and GEDC. These visits played a crucial role in tracking the progress, identifying implementation gaps, mentoring teachers, and reinforcing best practices.

Over the course of the academic year, a total of 1,307 school visits were undertaken by the SMF team. These included both initial and follow-up visits, depending on specific needs and readiness levels of the schools. Out of the total visits conducted, 824 were unique visits (i.e., first-time visits to a school), while 483 were repeat visits, accounting for approximately 37% of the total. This indicates that a significant proportion of schools received ongoing, targeted support beyond the initial visit, a key factor in strengthening programme delivery and ensuring sustainability. When disaggregated by school type, the data reveals the following.

School Type	Unique Visits	Repeat Visits	Total Visits
Government	653 (58.40%)	465 (41.59%)	1,118
Aided	171 (90.47%)	18 (9.52%)	189
Total	824 (63.04%)	483 (36.95%)	1,307

The above data shows that government schools constituted the majority of visits, both unique and repeated, reflecting the programme's focus on universal access and support across the public education system. Notably, about 42% of the government schools were visited more than once, suggesting the presence of ongoing engagement and mentoring in a large number of institutions.

In contrast, aided schools show a high coverage through initial visits, with 90% receiving at least one visit. However, repeat visits were relatively fewer (about 10%), which indicates the need for expanded follow-up mechanisms in future cycles.

These visits served multiple objectives such as observing Mulyavardhan sessions, providing real-time feedback to teachers, interacting with the school leadership, and facilitating reflection and planning for improved implementation. The systematic approach adopted by SMF ensured that both output (delivery of activities) and outcome (quality of learning engagement) indicators were consistently monitored and supported throughout the year.

8.2 Adoption of Mulyavardhan

One of the key indicators of effective programme implementation is the extent to which schools are conducting Mulyavardhan activities regularly and in accordance with the prescribed weekly timetable. This is a direct reflection of administrative commitment and teacher ownership of the programme, and is essential to ensure that values-based quality education becomes an integral part of the school culture.

Out of the 824 schools visited during the 2024-25 academic year, 281 schools (35%) were found to be conducting Mulyavardhan sessions consistently as per weekly timetable. This underscores the need for strengthening adoption of the programme through improved support mechanisms. A closer look at the data reveals important differences between school types.

School Type	Schools Conducting Mulyavardhan Weekly	Percentage
Government	163	25.83%
Aided	118	70.66%
Total	**281**	**35.21%**

Aided schools demonstrated significantly higher compliance, with over 70% of them following the weekly timetable. This highlights the need for a targeted approach towards government schools through increased monitoring to bring parity in implementation standards.

Equally important as the frequency of Mulyavardhan sessions is the manner in which curriculum is being delivered. Among the 281 schools that conducted Mulyavardhan weekly, 193 schools (69%) were found to be implementing the curriculum sequentially across all grades, ensuring that activities are covered in a structured and pedagogically sound manner. This demonstrates a strong commitment to the integrity of the Mulyavardhan programme in these schools. Disaggregated data reveals this variation.

School Type	Schools Following Sequential Implementation	Percentage (of Schools Conducting Weekly MV Sessions)
Government	92	56.44%
Aided	101	85.59%
Total	**193**	**68.68%**

Aided schools were more consistent, with nearly 86% following the prescribed sequencing of the Mulyavardhan activities. This suggests that aided schools not only conduct Mulyavardhan session regularly but also maintain consistency in the curriculum structure and delivery, offering students a more coherent and progressive learning experience in values-based quality education.

Notably during this period, 17 schools that were previously not conducting Mulyavardhan session began implementation after receiving dedicated support and guidance from SMF field team. This demonstrates the role that academic support visits play in motivating and enabling schools to take ownership of the programme. Such success stories provide a model for how sustained efforts through field engagement can influence institutional practices.

Despite these positive developments, significant challenges still remain. Out of the 824 schools visited, 466 schools (58%) were found to be conducting the Mulyavardhan sessions in an ad-hoc manner either sporadically or inconsistently, diluting its intended impact. An additional 35 schools (4%) were not conducting Mulyavardhan at all, pointing to either a lack of awareness, insufficient capacity, or competing priorities at the school level.

These 501 schools, representing more than 60% of the total schools visited, have been identified for focused follow-up in the upcoming academic year. SMF, in consultation with SCERT and block education officers, will prioritize them for enhanced mentoring and school-level orientation to ensure they begin implementing Mulyavardhan in a regular, structured, and effective manner.

8.3 Classroom Observations

A structured class observation tool is used by SMF to understand the consistency in Mulyavardhan implementation at the classroom level. This tool comprises of 28 observable indicators, and has been designed to assess a teacher's teaching-learning practices, her ability to apply pedagogical principles from Mulyavardhan training, and the quality of student engagement. It captures both teacher behaviours and student responses, offering a holistic view of classroom dynamics and values education delivery.

During the 2024-25 academic year, a total of 1,239 classroom observations were conducted by SMF teams across government and aided schools to observe Mulyavardhan sessions facilitated by teachers. These observations provided crucial insights into how the Mulyavardhan pedagogy is being translated into practice. Important observations are as follows.

Total Class Observations	Frequency of Observations		Type of School Management	
	Singular Observations	Repeated Observations	Government	Aided
1,239	931 (75.15%)	308 (24.85%)	1,094 (88.30%)	145 (11.70%)

The data shows that majority of observations (88%) took place in government schools, reflecting the scale and reach of Mulyavardhan across the public school system. A total of 308 teachers (25%) were observed more than once, indicating sustained support and follow-up to reinforce good practices and address gaps.

8.4 Adoption of Mulyavardhan Key Practices

During the initial phase of implementation, especially within the first three months, it is important that teachers adopt certain foundational Mulyavardhan practices. These practices set the tone for a values-enriched classroom culture and foster consistent habit-forming behaviours among both teachers and students. The five key Mulyavardhan practices closely monitored during the early observation period include the following.

♦ **Establishing Classroom Rules and Consequences:** Teachers co-create the classroom rules with students and discuss consequences for misbehaviour, promoting a culture of mutual respect and accountability.

♦ **Use of the 'Quiet Signal':** A non-verbal signal is introduced by the teacher to quickly gain student attention, fostering order and minimizing disruptions in Mulyavardhan activities.

♦ **Application of Cooperative Learning Structures:** Teachers are encouraged to use peer-based learning techniques such as pair-share, group tasks, and turn-taking to promote collaboration and inclusion.

♦ **Open-Ended Questioning:** Use of open-ended questions helps stimulate critical thinking, encourages self-expression, and allows students to explore multiple perspectives.

♦ **Optimizing Teacher Talk Time:** Effective Mulyavardhan facilitation involves minimizing the lecture-style delivery and increasing student voice and participation during sessions.

8.5 Observations and Findings on Key Practices

This section presents the specific observations and findings on adoption of the Mulyavardhan key practices, highlighting the prevalence, quality, and challenges associated with each of these key instructional behaviours. These insights will inform the targeted teacher support strategies during the upcoming academic cycle and guide capacity-building plans at both school and block levels.

8.5.1 Classroom Rules and Consequences

One of the foundational practices of the Mulyavardhan programme is the co-creation and display of classroom rules along with their corresponding consequences, which helps to establish a respectful and accountable classroom culture. Ideally, 100% of the classrooms should have both elements, rules and consequences, clearly displayed and understood by students.

However, observations revealed significant gaps in implementation of this key practice. It is seen that classroom rules are formed and displayed, with no mention of consequences, in about 52% of the classrooms. This may limit the effectiveness of this practice in guiding student behaviour. Only about 1% classrooms (16) were found to have both rules and consequences clearly displayed indicating full compliance with this key Mulyavardhan practice. Notably, in about 23% of the classrooms (281), no class rules had been formed at all. This indicates lack of initial facilitation and follow-through, which could adversely affect creation of a structured and predictable learning environment.
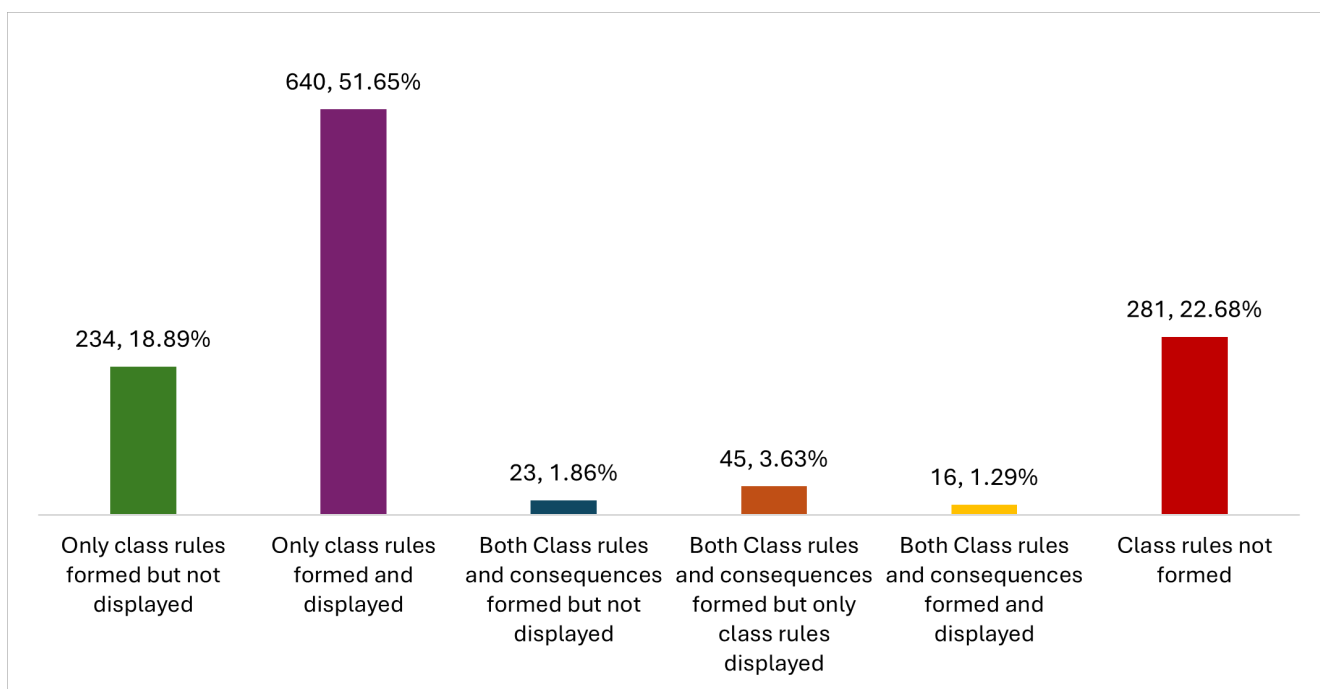
These findings highlight the need for a stronger orientation and reinforcement of this practice during training sessions and through ongoing field support. Moving forward, this will remain an important area of focus to ensure consistent classroom management practices aligned with the Mulyavardhan pedagogy.

8.5.2 Use of the 'Quiet Signal' by Teachers

The quiet signal is a simple yet powerful classroom management technique used by the teacher to peacefully gain students' attention before giving instructions. This enables the teacher to maintain order without raising her voice, fostering a calm and respectful learning environment. As part of the Mulyavardhan methodology, teachers are encouraged to introduce this technique through a short interactive activity with their students, helping to establish it as a routine part of classroom culture.

Notably, the quiet signal was successfully established and was in active use in about 92% of the classrooms observed, reflecting a strong uptake of this practice across both government and aided schools. Widespread adoption of this practice indicates that teachers are internalizing the Mulyavardhan approach to classroom discipline and communication, and are using strategies that promote harmony and attentiveness without resorting to authoritative or disruptive methods.

8.5.3 Use of Cooperative Learning Structures by Teachers

Cooperative learning is a foundational pedagogical approach in the Mulyavardhan programme, deeply aligned with its goal of nurturing core values such as cooperation, empathy, collaboration, active listening, and respect for diversity. By engaging students in structured group activities, cooperative learning not only enhances their academic engagement but also fosters interpersonal and social-emotional competencies essential for holistic development.

Classroom observations revealed that about 80% of the teachers were effectively using a variety of cooperative learning structures while facilitating Mulyavardhan activities. This indicates strong level of adoption and an encouraging shift towards child-centric, participatory teaching methods.

| SNo.	Use of Correct Steps in Cooperative Learning Structures			
	Use of Practices (Reported 50% or More)	%	Use of Practices (Reported 50% or Less)	%
1	Formation of pairs/groups of 2/3/4 students	73.12%	Individual think time as per activity instructions	25.46%
2	Sufficient time for discussion	54.86%	Face-to-face seating	38.61%
3	Discussion within pairs/groups	63.74%	Teacher moved around to ensure proper discussion	39.03%
4	Active listening by the teacher	54.52%	Sharing by all members of pairs/ groups invited	35.93%
5			Active listening by all students	42.29%

However, there are certain areas where the quality and consistency of the cooperative learning implementation do not yet fully meet programme expectations. These gaps, along with suggested areas for improvement as detailed in the table above, will inform the focus of future mentoring and capacity-building efforts.

8.5.4 Promoting Critical Thinking in the Classroom

Fostering critical thinking is a key objective of the Mulyavardhan pedagogy, encouraging students to question, reflect, and explore multiple perspectives in a respectful and thoughtful manner. Observations show that in about 91% of the classrooms, teachers employed various techniques to promote critical thinking in Mulyavardhan sessions, an encouraging indicator of pedagogical alignment.

The most commonly used strategies include organizing groups or pair work, observed in nearly 70% of the classrooms, encouraging peer-to-peer dialogue and idea exchange. About 51% of the classrooms report whole-class discussions, creating a platform for collective reflection and shared viewpoints. Allowing sufficient time for discussions was observed in about 46% of the classrooms, supporting deeper thinking and expression by students.
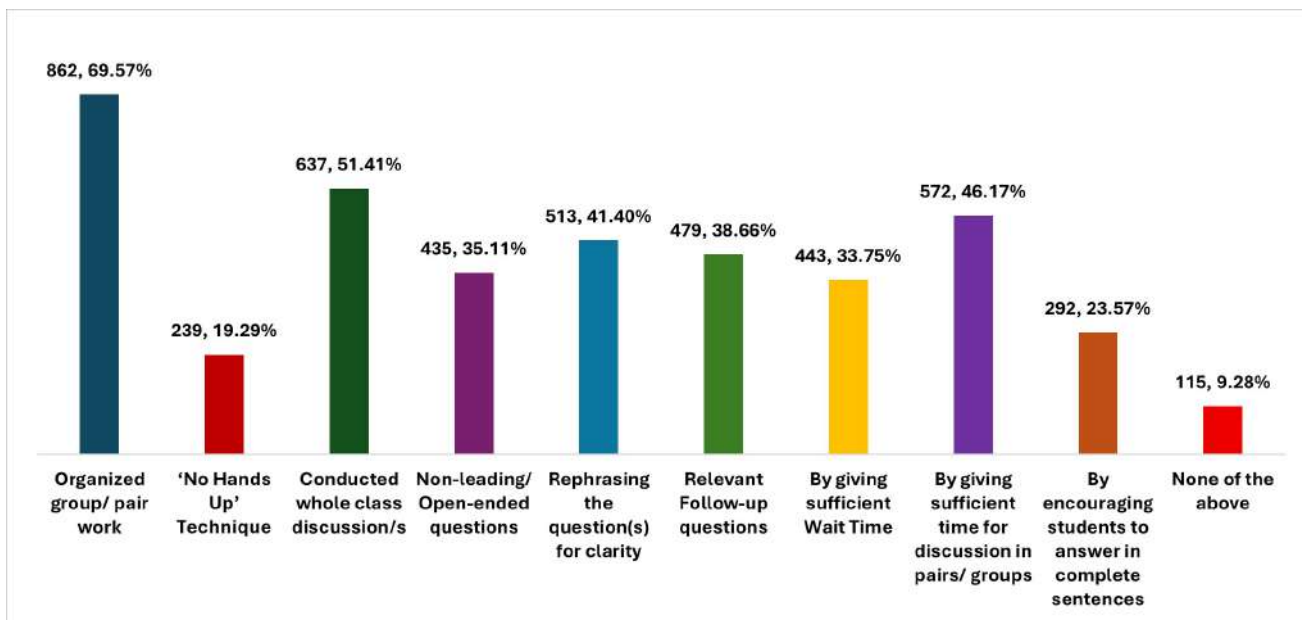
However, certain techniques that are essential for nurturing diverse viewpoints and independent reasoning were found to be less frequently used and require focused improvement. These include asking non-leading, open-ended questions, which was observed in only about 35% classrooms; and using relevant follow-up questions to deepen inquiry, practiced in about 39% classrooms. Employing the "no hands-up" technique, which promotes equal participation by randomly calling on students was used only in about 19% of the classrooms.

These insights point to the need for enhanced training and mentoring on higher-order thinking and questioning strategies and inclusive participation methods to fully realize the critical thinking goals of the Mulyavardhan programme.

8.5.5 Optimizing Teacher Talk-Time

In the Mulyavardhan approach, teachers are encouraged to adopt the role of facilitators rather than being didactic instructors, creating space for student voice and active participation. A key indicator of this shift is the extent to which teachers optimize their talk-time, allowing students to engage meaningfully with the content and with one another. As per Mulyavardhan guidelines, a teacher's talk-time should ideally be limited to 30% of the total session duration, ensuring that the majority of classroom time is dedicated to student interaction, discussion, and reflection.

It is encouraging to note that in 58% of the classrooms observed, teachers were able to effectively limit their talk-time within the recommended threshold. This reflects a growing trend in adoption of the learner-centered pedagogy and a conscious effort by teachers to create more participatory and dialogic classroom environments. Continued handholding support and feedback will further strengthen this practice, especially in classrooms where the teacher talk-time still dominates the session.
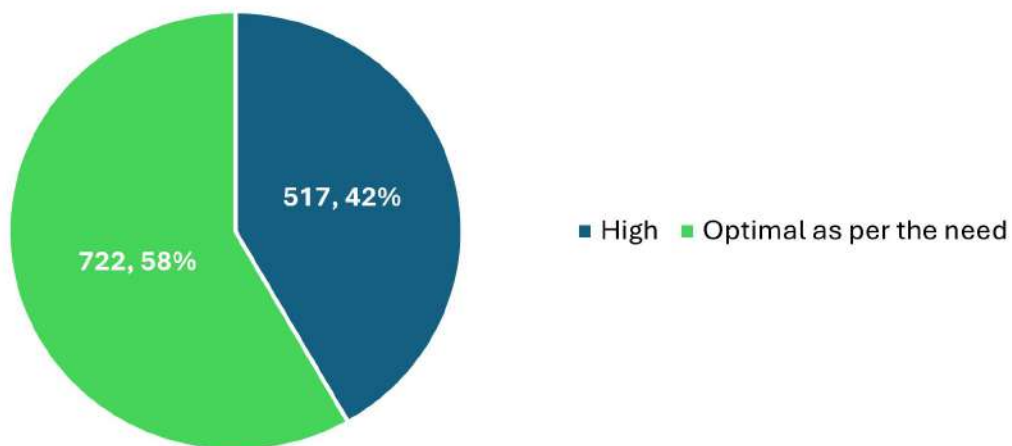
8.6 Student Expression and Independent Thinking

The following pie chart illustrates the extent of diversity in student responses, which serves as an indicator of their ability to think independently and engage critically with Mulyavardhan activities.
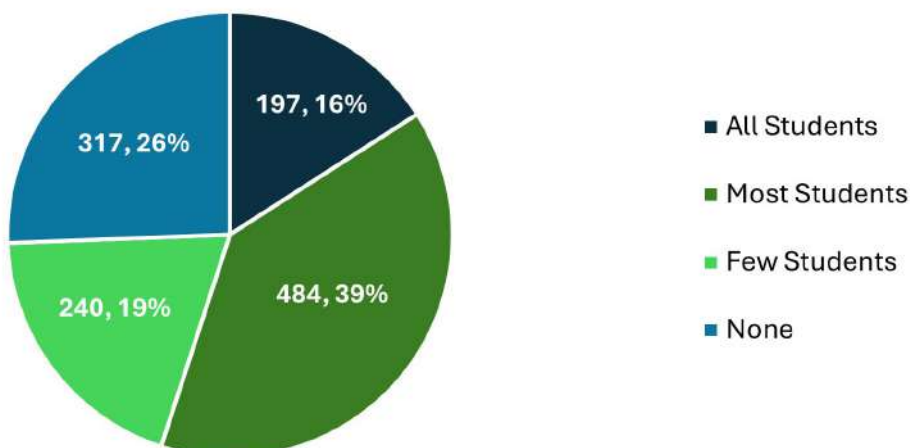
In about 55% of the classrooms, a higher number of students were seen giving diverse and original responses, an encouraging sign of independent thinking and active cognitive engagement. In contrast, around 45% of the classrooms showed limited student expression, with many students struggling to think independently or articulate varied viewpoints.

These findings highlight both the positive momentum in fostering critical thinking in more than half of the classrooms, and the need for continued pedagogical support to empower all students to express themselves confidently and creatively.

8.7 Top Three Changes Reported by Teachers

Based on the 719 interactions conducted by the SMF team with schools, teachers consistently identified the following as the most significant changes observed in their classrooms due to the implementation of the Mulyavardhan programme:

- ♦ **Improved Student Participation:** Reported by about 53% of teachers, indicating greater engagement and involvement of students during classroom activities.

- ♦ **Enhanced Student Confidence:** Observed by about 48% of teachers, reflecting a positive shift in students' self-confidence while speaking, interacting, and taking initiative.

- ♦ **Better Self-Expression:** Observed by about 37% of teachers, highlighting an increase in students' ability to articulate their thoughts, feelings, and opinions more freely.

These changes point to the growing impact of Mulyavardhan in fostering an inclusive, expressive, and participatory classroom environment.

9. Support for Performance Assessment, Review, and Analysis of Knowledge for Holistic Development (PaRaS)

By way of SMF's additional assistance to the Government of Goa under this partnership, Dr. Gopal Midha, a subject matter expert, was appointed to support and mentor SCERT and Vidya Samiksha Kendra (VSK) in Goa. The objective of this additional support was to help Goa in conceptualizing, designing, planning, and implementing student assessments to prepare for the Performance Assessment, Review, and Analysis of Knowledge for Holistic Development (PaRaS).

9.1 Month-Wise Progress

- Aug 2024: Formulated a plan for strengthening student assessment scores, and designed presentations for the government along with finalized Mock Test-1 papers

- Sep 2024: Conducted the Mock Test-1, prepared assessment calendars, and initiated daily questions and weekly practice sessions

- Oct 2024: Implemented the Mock Test-2, developed SCERT team capacity, and provided online assistance for principal and teacher capacity building

- Nov 2024: Conducted Mock Test-3, analyzed results, and organized in-person workshops for mathematics teachers

- Jan 2025: Participated in the post-exam debrief session, shared perspectives on the hybrid teacher training, and developed SCERT team capacity for quality improvement plans

9.2 Activities Completed

- Mock Tests: Implemented three mock tests for Grades 3, 6, and 9, with a total of over 20 daily tests and four weekly tests

- Capacity Building: Conducted in-person and online workshops for teachers, principals, and SCERT officials, focusing on assessment design, pedagogy, and data analysis

- Assessment Framework: Developed a comprehensive assessment framework using the national and international practices to boost student performance

- Data Analysis: Collected and analyzed data from the mock tests to identify the areas of improvement and to inform instruction

- Teacher Support: Provided on-demand support to teachers and VSK content development teams in reviewing assessment question formats and types

9.3 Results

This initiative has yielded promising results in both enhancing student assessment outcomes and strengthening teacher capacity. The use of mock tests and daily practice questions have been instrumental in identifying learning gaps and areas requiring focused intervention. Concurrently, the teacher workshops have empowered educators to design high-quality assessment questions and effectively link pedagogical strategies with assessment practices, fostering a more integrated and outcome-driven approach to teaching and learning.

9.4 Way Forward

SMF remains committed to supporting SCERT and Vidya Samiksha Kendra (VSK) in implementing effective assessment systems, strengthening data analysis capabilities, and building teacher capacity across the state. Dr. Midha will continue to provide strategic guidance and technical support to ensure successful implementation of the PaRaS initiative, with the overarching goal of enhancing student learning outcomes in Goa.

10. Positive Experiences from the Field

As a powerful demonstration of the Mulyavardhan programme's growing impact in Goa, several teachers have voluntarily shared audio and video testimonials, reflecting on their experiences and success stories in implementing values-based quality education in their schools. These firsthand accounts underscore the meaningful changes observed in classrooms and highlight key outcomes such as the following:

- ♦ Noticeable improvement in student behaviour and overall classroom dynamics

- ♦ Increased student engagement during Mulyavardhan sessions

- ♦ Seamless integration of values-based education into broader subject teaching

- ♦ A profound sense of personal and professional growth among teachers

This ensemble of authentic voices from the field not only reaffirm the transformative potential of the Mulyavardhan programme, but also speak very highly of the commitment and enthusiasm of Goa's teaching community in nurturing values-oriented, responsible citizens of the future.

11. Key Suggestions from Teachers for Programme Improvement

Drawing from field experiences and feedback gathered during and after training sessions, several important suggestions from teachers have emerged to help further enhance the effectiveness of the Mulyavardhan programme. These are as follows.

♦ **Provision of Dedicated Teacher Copies of Mulyavardhan Books:** The print orders for the Mulyavardhan learning materials should include exclusive copies for teachers, across all mediums of instruction. Distributing these well in advance of the training will enable teachers to familiarize themselves with the content, structure, and pedagogy, thereby enhancing the quality and depth of engagement during training sessions.

♦ **Timely Availability of Materials at the School Level:** Ensuring that Mulyavardhan books and related materials are made available at schools prior to the training is essential. Early access allows for more meaningful participation in workshops and facilitates smoother classroom implementation post-training.

♦ **Training Feedback from Participants:** Participants feedback was collected through online and printed surveys, with responses indicating an overwhelmingly positive reception of the training workshops. Teachers appreciated the relevance of the content, the interactive approach, and the practical strategies shared, all of which contributed to a stronger understanding of values-based quality education.

These recommendations will be integral to refining future training cycles and improving overall programme delivery across schools.

12. State Level Reviews and Support

12.1 State Review Meeting

A State level review meeting for the Mulyavardhan programme was held on 19 Mar 2025 at SCERT, Porvorim, Goa, under the guidance and active participation from the Directors of Education, and SCERT, the Chairman of GEDC, and other senior officers from important educational institutions. The meeting was convened to review the statewide progress of the Mulyavardhan programme, assess the ongoing teacher support needs, and chart a strategic course for the 2025-26 academic year.

During the meeting, representatives from the SMF team presented key achievements, field-level data, and evidence of classroom impact. The presentations highlighted programme milestones, improvements in student engagement and teacher practices, and crucial insights from classroom observations. Discussions in the review meeting focused on the following.

- ♦ Integrating values education across the broader curriculum

- ♦ Strengthening teacher capacity and peer-learning networks

- ♦ Enhancing pedagogical alignment with Mulyavardhan's core principles

- ♦ Ensuring the consistent implementation of Mulyavardhan sessions across schools

Participants also discussed the need for monthly review meetings, establishing a collaborative platform for NGOs working in education, and promoting the importance of values-based quality education among educators at all levels. The meeting reaffirmed a strong collective commitment to embedding values education as a core pillar of Goa's school system.

12.2 Strategic Guidance and Support by Directorate of Education, SCERT Goa and GEDC

During the review meeting, the Directors of Education, and SCERT Goa, and the Chairman of GEDC provided guidance and directions, reiterating their full support for the continued implementation and expansion of the Mulyavardhan programme. Key points discussed include the following.

- ♦ Request for Training Proposal: SMF was requested to submit a detailed proposal within a week's time to enable early logistical planning for the 2025-26 academic year.

- ♦ Timely Distribution of Mulyavardhan Books: The Chairman assured all that necessary steps would be taken to ensure Mulyavardhan materials are available at the beginning of the school year.

- ♦ Appreciation of SMF's Support: The Chairman commended SMF's data-driven approach and its academic mentorship model, acknowledging SMF's crucial role in supporting the teachers and schools across Goa.

12.3 SMF Head Office Team's Coordination and Support

The SMF Head Office team has played a crucial and sustained role in supporting and coordinating the implementation of the Mulyavardhan programme in Goa through active engagement with the Government of Goa, including the Directorate of Education (DoE), SCERT Goa, and the GEDC. Throughout the academic year, senior leadership and expert teams from SMF, including the Founder, Executive Director, and senior officers, participated in a series of strategic visits, training sessions, review meetings, and planning discussions.

These interactions included the planning and delivery of capacity building workshops for MRPs, school visits, and collaborative meetings with key state-level stakeholders. SMF leadership also engaged directly with the Education Secretary, the Director of Education, the Director of SCERT, the Chairman of GEDC, and other senior officials to align the programme with broader state and national education priorities. This high-level coordination ensured Mulyavardhan implementation remains contextually relevant, academically sound, and operationally effective across the state. Details of some of the important coordination visits by the SMF Head Office team are given below.

SNo.	Date of Visit	Name(s) of SMF Head Office Team Member(s)	Designation(s) of SMF HO Team Member(s)	Objective of Visit
1	11 to 14 Jun 2024	Meenal Dashputre Swapnil Karwa Balasaheb Thombare Sachin Walunjkar Nanasaheb Khole	Head of Capacity Building, along with training team	Training of MRPs of primary schools
2	18 to 21 Jun 2024	Ashok Gopal Payam Shoghi Mariyam F. Neelakshi K.	Director and training team	Training of MRPs of middle schools
3	24 Sep 2024	Ashok Gopal Payam Shoghi Mariyam F. Neelakshi K. Balasaheb Thombare Sachin Walunjkar	Director and training team	Refresher to MRPs (North Goa)
4	25 Sep 2024	Ashok Gopal Payam Shoghi Mariyam F. Neelakshi K. Balasaheb Thombare Sachin Walunjkar	Director and training team	Refresher to MRPs (South Goa)

5	26 Sep 2024	Ashok Goplal	Director	Meeting with ADEIs and BRCCs to plan the training for teachers at the Block level
6	07 to 13 Oct 2024	Ashok Gopal	Director	Block level training workshops
7	03 to 22 Oct 2024	Balasaheb Thombare Sachin Walunjkar Nanasaheb Khole Amol Sayambar Nagesh Bodkhe Mariyam F. Neelakshi K. Mamata Rajpurohit	SMF Master trainers	Block level training workshops
8	20 to 22 Oct 2024	V. Venkataramana	Executive Director	Courtesy visits to DoE, SCERT, and GEDC; visit to teachers training in Ponda; and discussion with the CRPs of Ponda
9	24 Oct 2024	Shantilal Muttha V. Venkataramana	Founder SMF Executive Director	Meetings with Secretary Education, Director Education, Director SCERT, and Chairman GEDC regarding Assessments and Accreditation programme
10	25 Jan to 25 Mar 2025	Swapnil Karwa Balasaheb Thombare Sachin Walunjkar Nanasaheb Khole Amol Sayambar Nagesh Bodkhe Mariyam F. Neelakshi K. Mamata Rajpurohit	SMF Master trainers	Support for teachers implementing the Mulyavardhan programme and support for Champion Teachers
11	24 Feb to 08 Mar 2025	Payam Shoghi	Director Training	Values education orientation to Aided English Medium Schools in Salcete and Mormugao

12	14 Feb 2025	V. Venkataramana	Executive Director	Planning meeting focusing on outcomes and next steps (Plan for 2025-26)
13	19 Mar 2024	V Venkataramana Meenal Dashputre Meghana Desai	Executive Director Head Capacity Building Head Monitoring and Evaluation	Review meetings with Director, DoE; Director SCERT; and Chairman GEDC

Shri. Shantilal Muttha, SMF Founder team with Shri. Prasad Lolayekar, I.A.S., Secretary Education, and other Senior Officers – 24 Oct 2024

SMF Head Office Team with Senior Officers in Goa for Coordination and Support

Meetings with Senior Officers in Goa for Coordination and Support

12.4 Action Plan for Academic Year 2025-26

As an outcome of the review meeting, the following actionable items were outlined to strengthen Mulyavardhan implementation in the upcoming academic year.

♦ Introduction of Mulyavardhan in Middle Schools (Grades 5–8): The SMF team proposed a 3-Day foundational training programme for middle school teachers, marking the formal introduction of Mulyavardhan at the upper primary level.

♦ Capacity Building for Untrained Primary Teachers (Grades 1–4): A 2-Day training module was recommended for primary teachers (government and aided) who were not covered in previous training rounds, to ensure universal readiness.

♦ Refresher Training for Previously Trained Teachers: A 1-Day refresher training course was proposed for the teachers who are already trained on Mulyavardhan, to be conducted in Sep or Oct 2025, focusing on reinforcing concepts and refining pedagogical practices.

12.5 Development of Training Calendar

The Director of SCERT advised the SMF team to prepare a draft block-wise training calendar with proposed dates, and to coordinate closely with the State Training Coordinator for finalization and rollout of the training workshops.

This review meeting marked an important moment in Mulyavardhan's journey in Goa, deepening institutional alignment, reinforcing collaborative planning, and setting a clear roadmap for scaling values-based quality education across all levels of the school system.

12.6 Meeting on Accreditation and Affiliation Programme

A high-level meeting on the proposed Accreditation and Affiliation programme was convened on 24 Oct 2024, bringing together the Education Secretary, and officials from the Department of Education (DoE), Government of Goa, and representatives from the SMF team. The objective was to chart out a strategic roadmap for enhancing school quality and accountability, in alignment with the vision and priorities of NEP 2020.

Discussions in the meeting focused on development of a transparent, inclusive, and standardized framework that integrates NEP 2020 components such as holistic progress report cards, inclusive and equitable education, and continuous school self-improvement. A clear delineation of the institutional roles was agreed upon, with SCERT taking responsibility for technical guidance and capacity building, and the DoE focusing on aspects of compliance, policy adoption, and system-wide implementation.

It was decided that the programme would be rolled out through a phased approach, beginning with a pilot implementation in selected government and aided schools. SMF will provide support for this initiative by developing the assessment tools, training modules, and a user-friendly digital

interface for school self-evaluation and progress monitoring. Key action points agreed upon in the meeting included the following.

- ♦ Formation of a Joint Working Group comprising representatives from SCERT, DoE, GEDC and SMF

- ♦ Completion of a draft accreditation framework

- ♦ Pilot launch in selected schools

- ♦ Establishment of a regular review meeting system to assess progress, share insights, and make iterative improvements

This initiative marks an important step in institutionalizing quality standards and accountability in school education, ensuring that every child in Goa benefits from an inclusive, learner-centered, and future-ready education system.

12.7 Proposed Mulyavardhan Coverage – 2025-26

Proposed Mulyavardhan Coverage in Government and Aided Middle Schools – 2025-26							
SNo.	Proposed Coverage	Primary Schools			Middle Schools		
		Govt. Schools (Grades 1-4)	Aided Schools (Grades 1-4)	Total	Govt. Schools (Grades 5-8)	Aided Schools (Grades 5-8)	Total
1	No. of schools	696	287	983	117	333	450
2	No. of teachers	665	274	939	468	1332	1800
3	No. of students	18,803	53,111	71,914	9,951	79,397	89,348
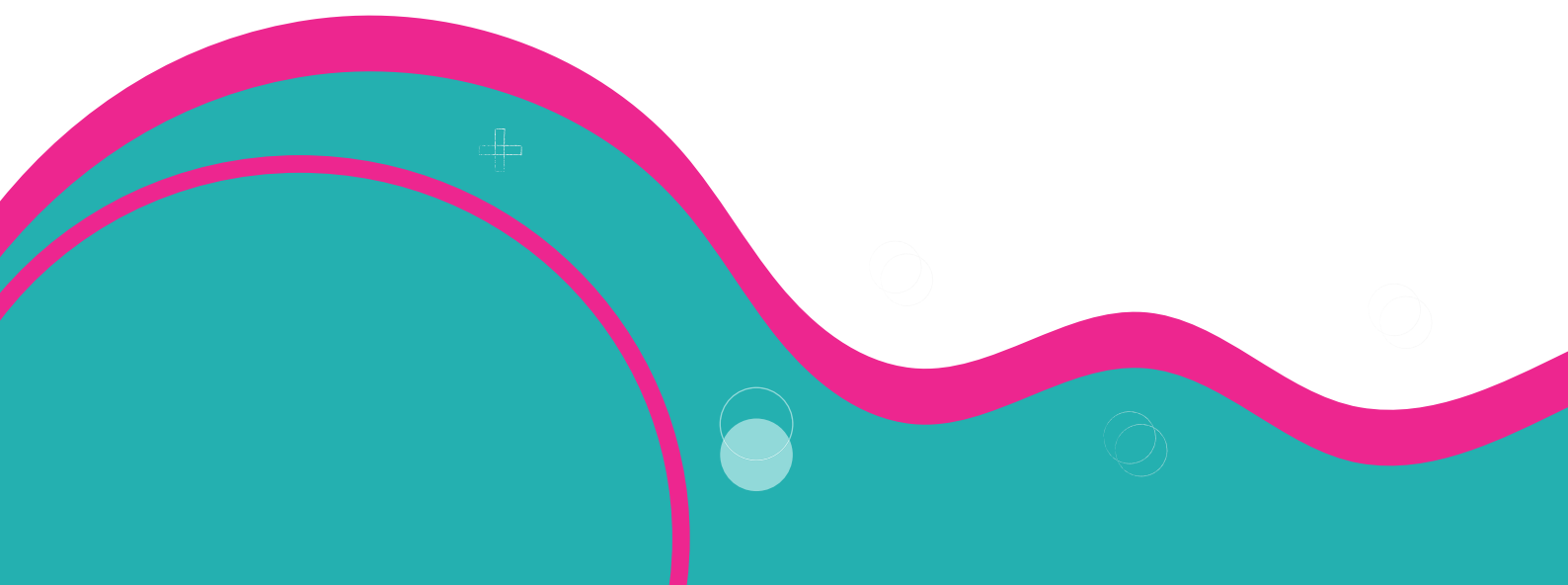
13. Key Implementation Challenges

Despite the overall progress of the Mulyavardhan programme in Goa, several challenges were identified during the course of implementation. Addressing these challenges will be crucial to ensuring greater consistency, accessibility, and quality in the delivery of values-based education in the upcoming academic year.

♦ **Single-Teacher and Understaffed Schools:** In schools with only one teacher or significantly limited staff, conducting Mulyavardhan sessions regularly and in sequence proved to be a substantial challenge. With pressure to cover core academic subjects, values education often received lower priority, leading to irregular or incomplete implementation of the programme. This highlights the need for differentiated support strategies for such schools.

♦ **Delayed or Non-Receipt of Mulyavardhan Books:** A number of schools in Goa either did not receive Mulyavardhan books or received them too late in the academic year, in some cases, as late as September. This delay hindered effective planning and limited the ability to complete all scheduled activities. Teachers strongly recommended that Mulyavardhan books be made available at the start of the academic year, along with dedicated teacher copies, to ensure smooth implementation.

♦ **Limited Access to Mulyavardhan Video Resources:** Teachers reported that Mulyavardhan video content, intended to support delivery of activities, was either not fully uploaded or inaccessible on the official platform during the implementation period. This particularly affected schools with limited access to creative learning aids or supplementary materials, thereby reducing the richness of the classroom experience.

♦ **Need for Early Planning and Digital Enablement:** These challenges collectively underscore the importance of advance planning, timely material distribution, and greater digital enablement of the programme. Incorporating contextual flexibility, especially for schools with single teacher or low-resources, will also be essential to ensuring more inclusive and effective implementation in the future.

♦ **Two Mulyavardhan Periods per Week:** Adhering to two dedicated Mulyavardhan periods per week as prescribed in the school timetable is essential to ensure the continuity, depth, and impact of values-based learning. Regular Mulyavardhan sessions allow students to engage meaningfully with content, internalize core values, and develop social-emotional competencies over time.

14. Conclusion

The academic year 2024-25 marked an important chapter in institutionalizing the Mulyavardhan values-based quality education programme in Goa. With the Government of Goa assuming full ownership of the broader education reforms, the SMF team has continued to serve as a strategic partner, providing technical expertise, academic support, and capacity-building to ensure that values education remains a central pillar of the state's educational transformation.

The outcomes achieved this year, as reflected in improved teacher practices, increased student engagement, and system-wide adoption of Mulyavardhan principles, demonstrate transformative potential of this collaborative, well-aligned partnership. Together, these efforts are nurturing a generation of ethically grounded, socially responsible, and future-ready citizens, firmly rooted in the values of the Indian Constitution.

Looking ahead, the focus will be on deepening the programme impact, scaling implementation to middle school grades, and building a robust, decentralized support ecosystem in Goa that enables sustained, meaningful, and inclusive values education for every child. The commitment of every stakeholder in the state will be key to translating this vision into lasting change.

Shri. Shantilal Muttha, Founder of SMF and the entire SMF team express their heartfelt gratitude to the Hon'ble Chief Minister of Goa, Dr. Pramod Sawant, for his leadership and unwavering support for values-based education in Goa. We are also deeply thankful to Shri. Prasad Lolayekar, Secretary Education; Ms. Meghana Shetgaonkar, Director SCERT; Shri. Shailesh Zingade, Director Education, and Shri. Govind Parvatkar, Chairman GEDC for their guidance, collaboration, and deep commitment to strengthening the Mulyavardhan programme. Their collective efforts have played a crucial role in institutionalizing values-based quality education in the state.
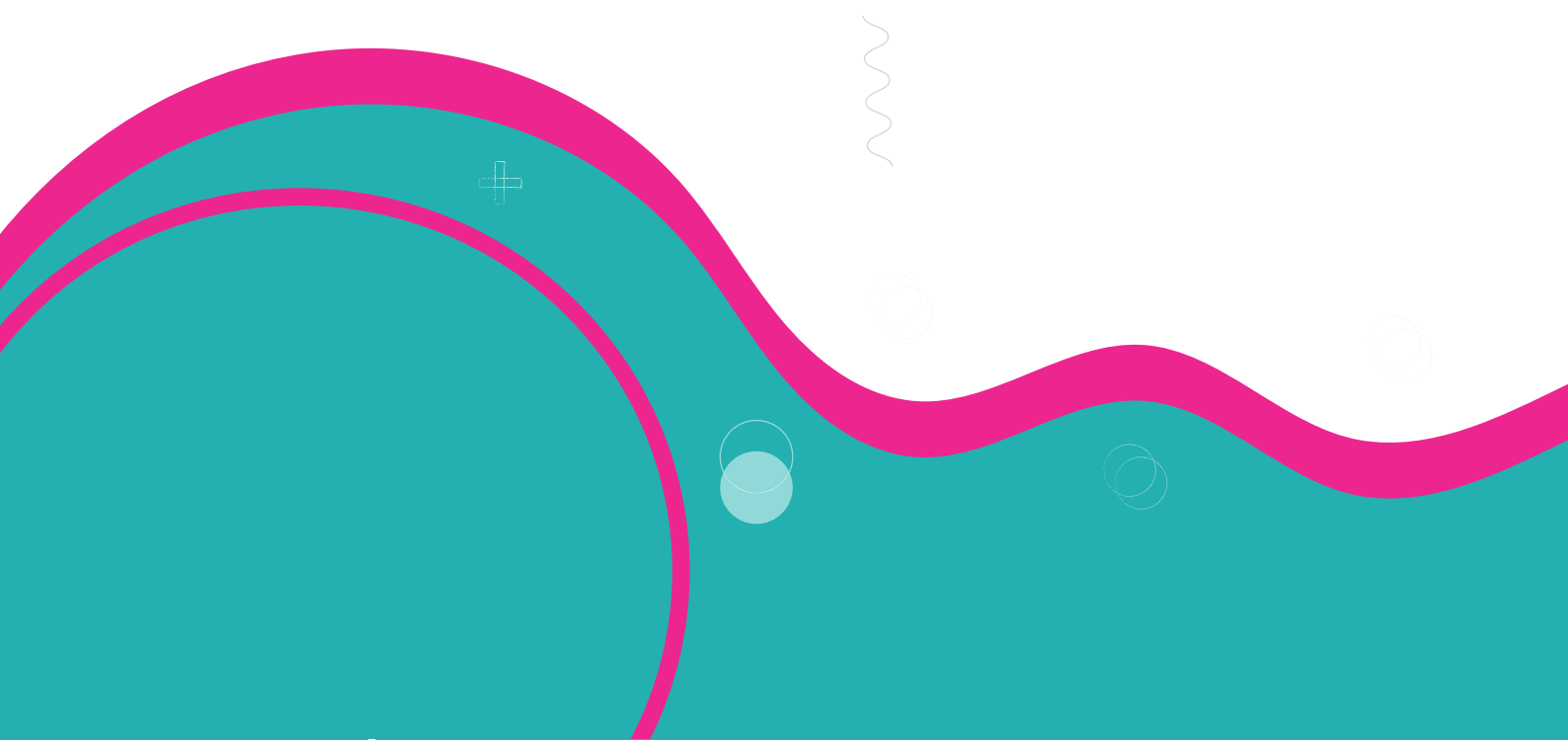
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