



SHANTILAL MUTTHA FOUNDATION

MULYA VARDHAN

Values-based Quality Education

Annual Progress Update

Academic Year 2024-25





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Heartfelt Gratitude
to Hon'ble Chief Minister
Dr. Pramod Sawant
for His Leadership and Guidance



Government of Goa and SMF Partnership

Government of Goa has demonstrated visionary leadership in the successful implementation of NEP 2020 in the state

- In 2023-24, SMF supported government's remarkable initiatives for effective implementation of NEP 2020
- SMF provided support for establishing state level *Shaikshnik Margdarshan Mandal* (for academic support) and *Varisht Shikshak Mandal* (for capacity building), and empowered them
- Sustained investments made in capacity building, curriculum alignment, assessment reforms, and pedagogical innovation under the leadership of Secretary Education, DoE, SCERT, and GEDC
- Achieved all round improvement in academic planning, curriculum development, and teacher professional development
- SMF transitioned into a more focused role of offering targeted technical assistance in areas requiring specialized support
- Continued implementation and expansion of Mulyavardhan, and mentoring of the ecosystem for values-based quality education are key focus areas



Mulyavardhan Coverage in 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 by the programme	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



Capacity Building of Master Resource Persons

A. 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	

B. Refresher Training of 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

Training of MRPs – Jun 2024



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Training of MRPs – Jun 2024



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Refresher Training of MRPs – Sep 2024



Refresher Training of MRPs – Sep 2024





Block Level Training of Primary School Teachers

Teacher Training (One Teacher per School) by MRPs – 2 Days (04 Oct to 22 Oct 2024)				
Blocks	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



Block Level Training of Primary School Teachers

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
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

Block Level Training of Primary School Teachers



Block Level Training of Primary School Teachers



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Block Level Training of Primary School Teachers



Block Level Training of Primary School Teachers



Block Level Training of Primary School Teachers



Block Level Training of Primary School Teachers



Block Level Training of Primary School Teachers



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Additional Block Level Orientation for Untrained Government Teachers – Nov 2024 to Feb 2025



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



School Level Orientation of Aided School Teachers in Salcete and Mormugao – Nov & Dec 2024

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



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School Level Orientation of Aided School Teachers



School Level Orientation of Aided School Teachers



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School Level Orientation of Aided School Teachers



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Orientation Sessions for Aided School Teachers in Salcete and Mormugao – Feb to Mar 2025

Deep-dive on Core Mulyavardhan Themes:

- **Constructivism and Activity-Based Learning:** Student-centered learning, deeper engagement through hands-on activities, and inquiry-based approaches
- **Classroom Rules and Consequences:** Collaborative class rules and logical consequences to enhance student discipline and responsibility
- **Positive Behaviour Reinforcement:** Recognizing and encouraging desirable student behaviour to foster a supportive classroom environment
- **Cooperative Learning:** Structuring classroom interactions, and promotion of collaboration, critical thinking, and joyful learning
- **Evolving Teacher Roles:** Shift from traditional instructional roles to more facilitative and mentoring roles for deeper student learning.

Orientation for Aided School Teachers



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Orientation for Aided School Teachers



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Orientation for Aided School Teachers



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Orientation for Aided School Teachers



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Teacher Support

Dedicated Academic Support Fellows and Taluka Coordinators were deployed as facilitators and mentors for teacher support, whose responsibilities included:

- **Identification and Addressing of Teacher Support Needs:** Worked closely with teachers to understand their classroom challenges and provide targeted support
- **Cultivating “MV Champions” for Sustainable Change:** Nurtured a cadre of Mulyavardhan Champion Teachers who served as peer role models and helped to inspire the broader adoption of values-based practices. Total 96 Champion Teachers were identified
- **Strengthening Institutional Support Mechanisms:** 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



Classroom Observations

A structured Class Observation Format was used to capture comprehensive information at both school and classroom levels, focusing on following key areas:

- Instructional strategies employed during values education sessions
- Levels of student participation and engagement
- Usage of Mulyavardhan materials, including workbooks and teacher guides in classrooms
- Alignment of classroom practices with the pedagogical objective of the programme

A total of 1,239 classroom observations were conducted during the academic year 2024-25

Programme Monitoring

A. School Visits:

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

Key Takeaways:

- About 42% of the government schools were visited more than once, demonstrating ongoing engagement and mentoring in large number of institutions
- Aided schools show high coverage through initial visits, with 90% receiving at least one visit
- There is a need for expanded follow-up mechanism for aided schools



Programme Monitoring

B. Adoption of Mulyavardhan:

School Type	Schools Conducting Mulyavardhan Weekly	Percentage
Government	163 (Out of 653)	24.96%
Aided	118 (Out of 171)	69.00%
Total	281 (Out of 824)	34.10%

Key Takeaways:

- Out of 824 schools visited during 2024-25, only 281 schools (34%) were found to be conducting Mulyavardhan sessions consistently as per weekly timetable
- Aided schools showed significantly higher compliance, with 69% following the timetable
- There is a need for a targeted approach towards government schools through increased monitoring to bring parity in implementation standards



Programme Monitoring

C. Frequency of Mulyavardhan Sessions:

School Type	Schools Following Sequential Implementation	Percentage (of Schools Conducting Weekly MV Sessions)
Government	92 (Out of 163)	56.44%
Aided	101 (Out of 118)	85.59%
Total	193 (Out of 281)	68.68%

Key Takeaways:

- Aided schools were more consistent, with nearly 86% following the prescribed sequencing of Mulyavardhan activities

Overall Observations:

- Out of the total 824 schools visited in 2024-25, 466 schools (58%) were found to be conducting Mulyavardhan sessions in an ad-hoc manner, either sporadically or inconsistently
- An additional 35 schools (4%) were not conducting Mulyavardhan at all, pointing to either a lack of awareness, insufficient capacity, or competing priorities

Programme Monitoring

D. Classroom Observations:

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%)

Key Takeaways:

- Out of 1,239 classroom observations conducted, majority of observations (88%) took place in government schools, reflecting the scale and reach of Mulyavardhan in public schools
- A total of 308 teachers (25%) were observed more than once, indicating sustained support and follow-up to reinforce good practices and address gaps



Programme Monitoring

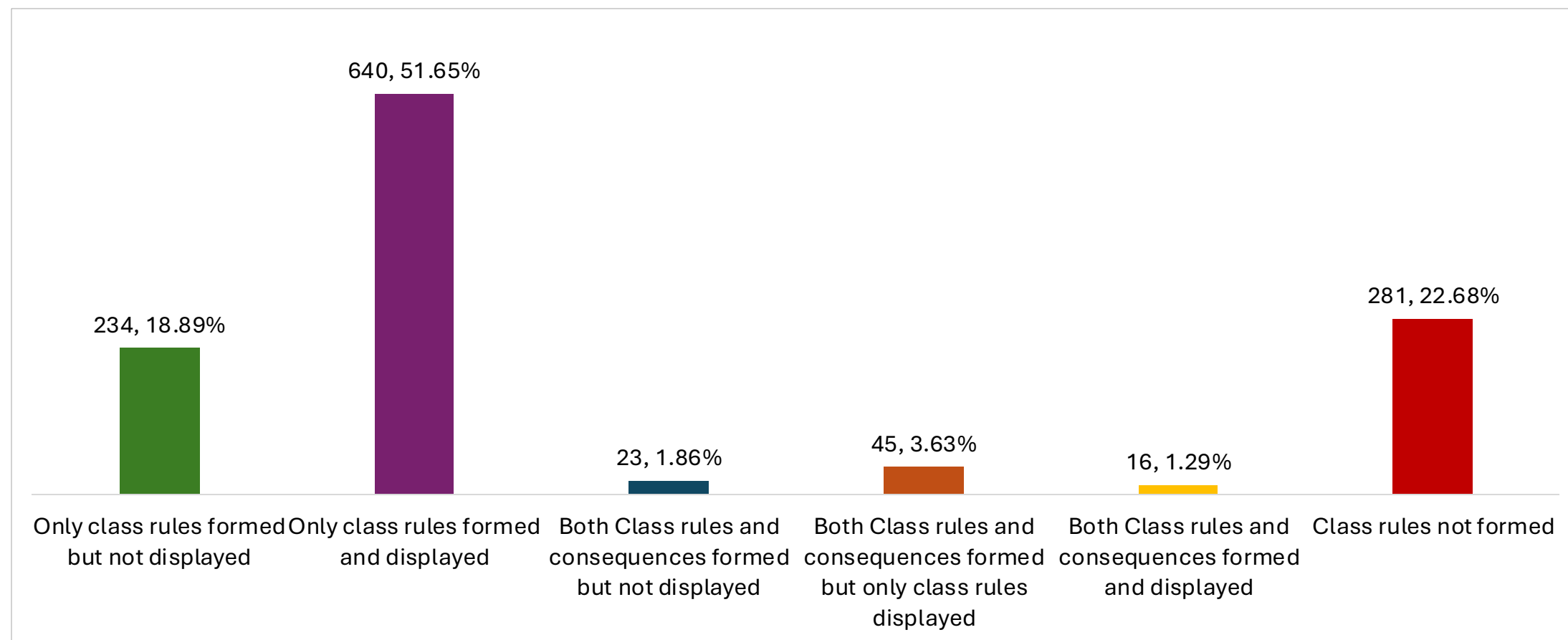
E. Adoption of Mulyavardhan Key Practices: The following five key Mulyavardhan practices were closely monitored during classroom observations:

- **Establishing Classroom Rules and Consequences:** Teachers co-create classroom rules with students and discuss consequences for misbehaviour
- **Use of 'Quiet Signal':** A non-verbal signal is introduced by the teacher to quickly gain student attention
- **Application of Cooperative Learning Structures:** Teachers encouraged to use peer-based learning techniques such as pair-share, group tasks, and turn-taking
- **Open-Ended Questioning:** Use of open-ended questions helps stimulate critical thinking and encourages self-expression among students
- **Optimizing Teacher Talk Time:** Effective Mulyavardhan facilitation involves minimizing the lecture-style delivery and increasing student voice and participation

Programme Monitoring

E1. Classroom Rules and Consequences:

(n = 1,239)





Programme Monitoring

E2. Use of 'Quiet Signal' by Teachers:

(n = 1,239)

- The quiet signal was successfully established and **in active use in about 92% of the classrooms observed**, reflecting a strong uptake of this practice in 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

Programme Monitoring

E3. Use of Cooperative Learning Structures by Teachers:

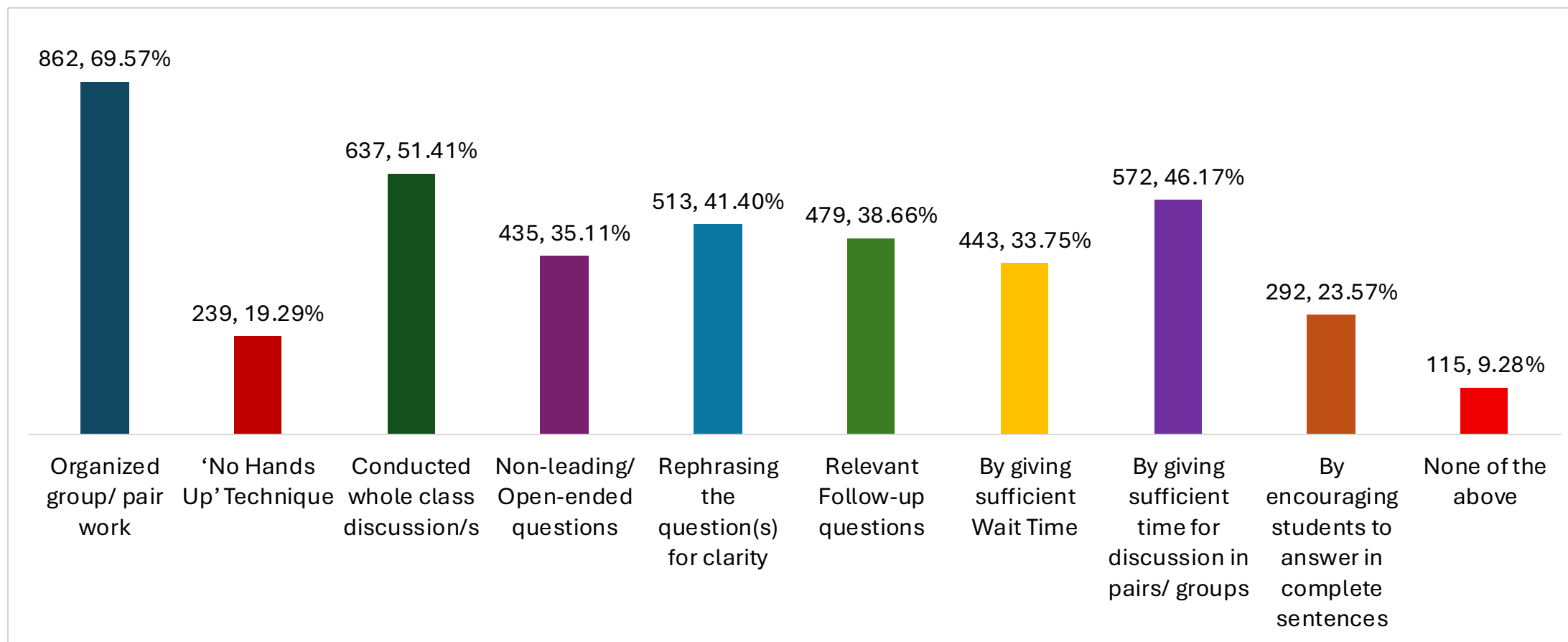
(n = 1,239)

SNo.	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%

Programme Monitoring

E4. Promoting Critical Thinking in the Classroom:

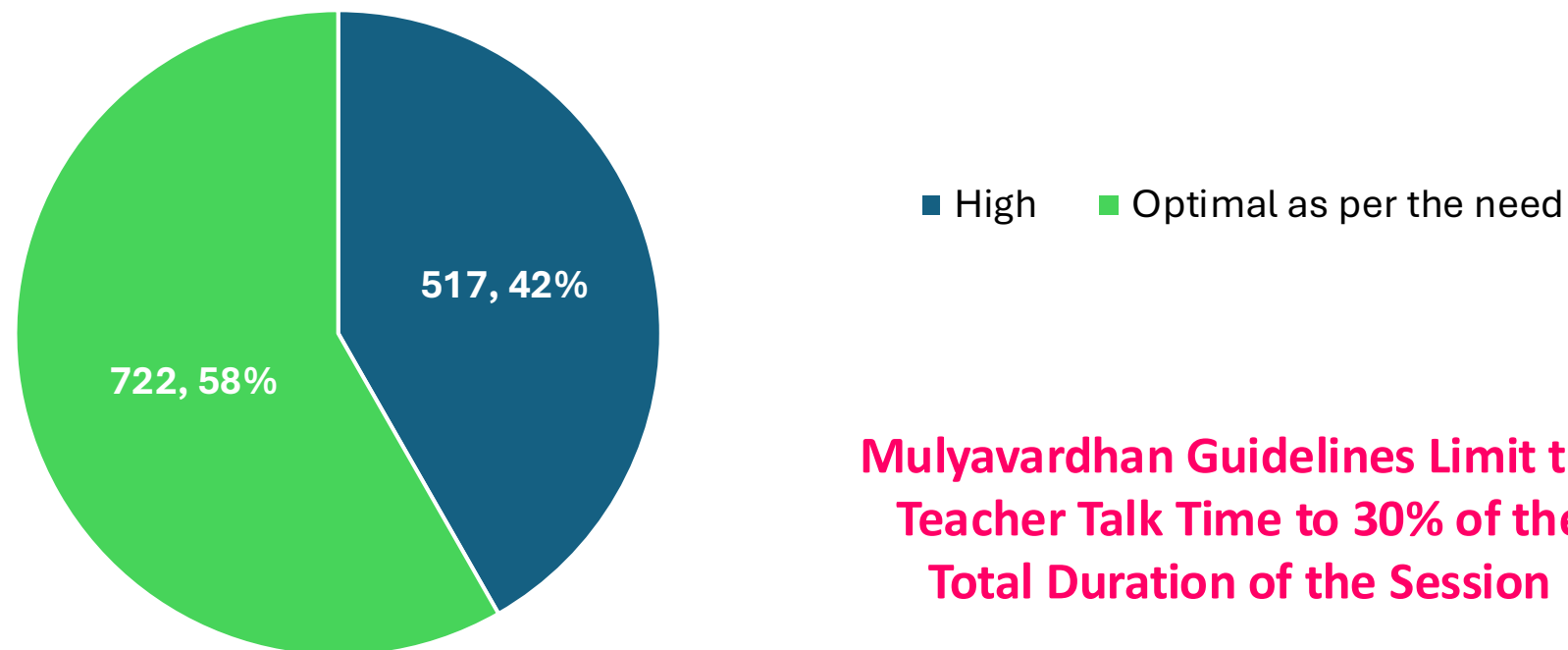
(n = 1,239)



Programme Monitoring

E5. Optimizing Teacher Talk Time:

(n = 1,239)

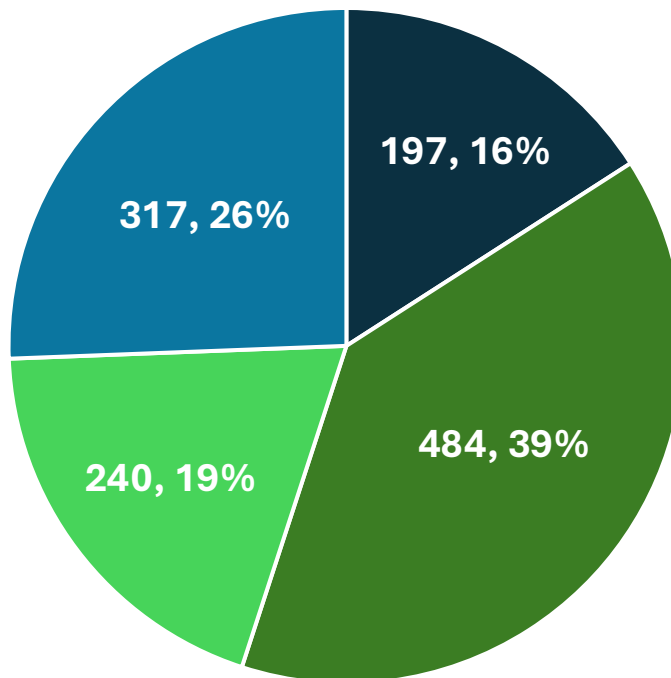


Mulyavardhan Guidelines Limit the Teacher Talk Time to 30% of the Total Duration of the Session

Programme Monitoring

F. Student Expression and Independent Thinking:

(n = 1,239)



- All Students
- Most Students
- Few Students
- None



Programme Monitoring

G. Top Three Changes Reported by Teachers:

- **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



Support for PaRaS

Activities Completed for Performance Assessment, Review, and Analysis of Knowledge for Holistic Development (PaRaS):

- **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 national and international practices to boost student performance
- **Data Analysis:** Collected and analyzed data from mock tests to identify areas of improvement to inform instruction
- **Teacher Support:** Provided on-demand support to teachers and VSK content development teams in reviewing assessment question formats and types

Government of Goa and SMF Coordination for Programme Reviews



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Government of Goa and SMF Coordination for Programme Reviews



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Government of Goa and SMF Coordination for Programme Reviews





Strategic Guidance and Support

**By Hon'ble Chief Minister, Secretary Education,
Director Education, Director SCERT, and
Chairman GEDC**

- Integrating values education across the broader curriculum
- Strengthening teacher capacity and peer-learning networks
- Enhancing pedagogical alignment with Mulyavardhan's core principles
- Ensuring consistent implementation of Mulyavardhan sessions across schools



SMF Head Office Team Coordination and Support

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)



SMF Head Office Team Coordination and Support

SNo.	Date of Visit	Name(s) of SMF Head Office Team Member(s)	Designation(s) of SMF HO Team Member(s)	Objective of Visit
5	26 Sep 2024	Ashok Gopal	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

SMF Head Office Team Coordination and Support



SNo.	Date of Visit	Name(s) of SMF Head Office Team Member(s)	Designation(s) of SMF HO Team Member(s)	Objective of Visit
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



SMF Head Office Team Coordination and Support

SNo.	Date of Visit	Name(s) of SMF Head Office Team Member(s)	Designation(s) of SMF HO Team Member(s)	Objective of Visit
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



Action Plan for Academic Year 2025-26

- **Introduction of Mulyavardhan in Middle Schools (Grades 5–8):** SMF proposes a 3-Day foundational training programme for middle school teachers, formally introducing Mulyavardhan at the upper primary level
- **Capacity Building for Untrained Primary Teachers (Grades 1–4):** A 2-Day training module is 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 is proposed for teachers who are already trained on Mulyavardhan, to be conducted in Sep or Oct 2025, focusing on reinforcing concepts and refining pedagogical practices



Proposed Coverage in Academic Year 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
Total Number of Students Proposed to be Covered: 1,61,262							



Guidance and Support Needed from the Government

- **Allocation and Implementation of Two Mulyavardhan Periods per Week:**
 - At present two Mulyavardhan periods per week have been allocated for primary schools (Grades 1-4) and included in the school timetable. The same need to be continued
 - Similarly, two Mulyavardhan periods per week now need to be allocated for middle schools (Grades 5-8) and included in the school timetable.
 - Emphasis needs to be given by all schools (primary and middle) to effectively implement Mulyavardhan by conducting both the allocated periods every week
- **Printing of Mulyavardhan Books through SCERT:** Mulyavardhan activity books have thus far been printed with support from GEDC. Since Mulyavardhan is presently well integrated and institutionalized in the system, SMF proposes mainstreaming of the books printing and distribution process as per SCERT, Goa norms

Thank You!



SHANTILAL MUTTHA FOUNDATION

Level 8, Muttha Chambers II, Senapati Bapat Road, Pune 411016, Maharashtra, India.



+91 20 6605 0000



+91 20 6605 0191



info@mutthafoundation.org



www.mutthafoundation.org