



SHANTILAL MUTTHA FOUNDATION



MULYA VARDHAN

Version 3.0

Value Education Aligned with NCF 2023

Conceptual Framework



About this Document

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

This version of Mulyavardhan is aligned with the National Curriculum Framework (NCF) 2023.

About SMF

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

Working towards this vision, SMF leverages school education policies and institutions, global research studies, and existing human and technical resources within schools and school systems.

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1 Introduction

Need for Value Education

The goal of school education is invariably defined by values such as compassion, responsibility, and peace.

A large body of research also establishes that student achievement is critically determined by relationships driven by the values of care, trust, and respect, and a supportive psycho-social environment in school. Hence, education explicitly focusing on values intertwines with quality teaching in a “double helix” relationship¹

The centrality of values in school education is affirmed in the National Education Policy 2020 (NEP 2020) which defines the goal of education as the development of good human beings capable of rational thought and action, possessing compassion and empathy, courage and resilience, scientific temper and creative imagination, with sound ethical moorings and values.

Under NEP 2020, schools are explicitly tasked to work towards producing engaged, productive, and contributing citizens for building an equitable, inclusive, and plural society as envisaged by our Constitution.

Several societal factors accentuate the need for value education :

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

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

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

3. “World Health Organization’s World Mental Health Survey Initiative.” World Psychiatry 2007, 6: 168–76.

4. Adolescent Mental Health Matters, 2020, UNICEF

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

- There is a widespread concern, supported by incidents highlighted in media, that many young children are easily taking to the path of violence. Many caregivers and educators are also worried about young people's indifference to their civic and social responsibilities.

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

Against the above background, the National Curriculum Framework (2023) affirms the primacy of value education as follows: Developing values and dispositions is critical to attaining the aims of education.

NCF 2023 further lays down that the process and the content of education across stages must aim to develop values and dispositions derived from NEP 2020 among all students (NCF, p. 159).

Rationale for Mulyavardhan

Values are embedded in the curriculum, through pedagogical practices and textbook topics. Many schools also take specific efforts to inculcate values; for example by giving lectures on values through the school assembly. However, considering the centrality of values in education and the needs outlined above, planned and sustained efforts have to be taken to help students develop the values, attitudes and competencies required to play the role of democratic global citizens.

Mulyavardhan has been conceptualised by SMF to meet that need, as a conceptually robust, empirically grounded value-education offering which can be adopted by schools and school systems across India for the following reasons:

- Mulyavardhan is based on the values enshrined in the Preamble to the Constitution of India, which are applicable regardless of region, gender, religion, class, caste, or specific school contexts.
- Mulyavardhan is aligned to the RTE 2009 mandates on school processes and school climate.
- It is based on over a decade of SMF experience in the domain of value education.

Additionally, the current version of Mulyavardhan is aligned with the pedagogical practices, curricular goals and approaches to value education recommended in NCF 2023.

Evolution of Mulyavardhan

Mulyavardhan has evolved through four phases explained below.

Phase I: Immersion in the domain of school education (2002-2008)

SMF's parent body BJS designed and implemented school-quality improvement programmes in over 4300 schools across the country. A key learning from this experience was that though the need for value education was recognised by all key stakeholders, there was no model of value education implemented on scale, which could be adopted by schools across India.

Phase II: Pilot project (2009-15)

BJS designed and rolled out a value education initiative called Mulyavardhan. Based on the direct approach to value education, it was implemented as a pilot project in around 450 govt. primary schools in Beed district of Maharashtra. The impact was assessed by Dr David Whitebread of Cambridge University and Dr Brian Flay of Oregon University, USA. Mulyavardhan educational materials and practices were assessed by NCERT.

The key learning from this experience was that value education through a direct approach, using activity-based pedagogy incorporating cooperative learning, is enthusiastically received by all key stakeholders, and has significant impact on student behaviour. Hence, Mulyavardhan could be scaled after aligning it explicitly to school education policies and curriculum.

Phase III: Scaling of Mulyavardhan (2015-20)

A Mulyavardhan conceptual framework was designed, in alignment with the Constitution of India, RTE Act, and National Curriculum Framework (NCF) 2005. Educational materials were designed according to this framework in multiple languages.

After due review of the framework and the educational materials by SCERT, the Govt. of Maharashtra decided to implement Mulyavardhan in all govt. primary schools of the state, as a government-owned initiative, with SMF providing technical support for teacher capacity-building. The Govt. of Goa also decided to implement Mulyavardhan in govt and aided primary schools. The Govt. of Gujarat introduced Mulyavardhan on a pilot scale in one district (Porbandar).

Across these geographies, all stakeholders welcomed Mulyavardhan. Teachers and caregivers reported significant changes in student behaviour. Many teachers also reported changes in themselves, vis-a-vis their teaching practices and behaviour towards students. The impact was confirmed through classroom observations and an independent study.

Phase IV: Value-education model and alignment with NCF 2023 (2024 –)

SMF developed a value-centred model of school education for enabling schools to organise holistic and engaging learning experiences for children in a joyful, inclusive psycho-social environment, with active involvement of caregivers (see figure 1).

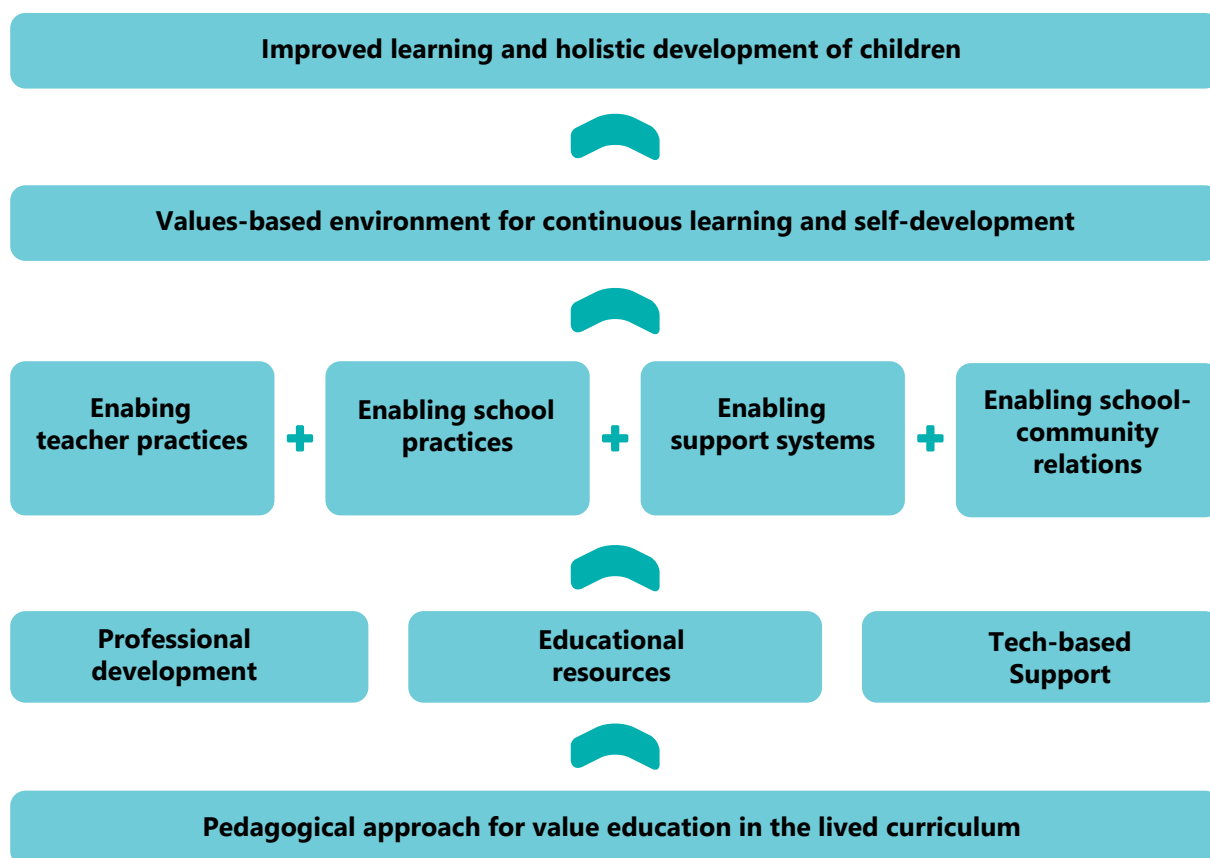


Figure 1: Model for value-centred school education

Under this overarching model, SMF has envisaged specific offerings tailored to different needs and contexts.

The current version of Mulyavardhan has been designed under this approach, to enable schools and systems to provide value education as per NCF 2023 mandates. The new educational materials and teacher capacity-building programmes have been reviewed and adopted by the Govt of Goa and Govt of Maharashtra, for implementation in all govt. and aided schools up to grade 8. Mulyavardhan has also been adopted by the Union Territory of Dadra and Nagar Haveli and Daman and Diu, and several private schools across India.

2

Key features of Mulyavardhan in relation to NCF 2023

This section details the key features of the current version of Mulyavardhan in relation to NCF 2023, which is the guiding document for state curriculums and school processes.

Mulyavardhan is aligned with NCF 2023 at multiple levels as follows :

- Aim
- Core values
- Approach to value education
- Focus on social-emotional and ethical development (SEED)
- NCF curricular goals
- Pedagogical practices
- Student assessment

Aim

The goal of education mandated to schools in NCF 2023 is producing engaged, productive, and contributing citizens for building an equitable, inclusive, and plural society as envisaged by our Constitution (NCF, p. 158).

In tune with that mandate, Mulyavardhan is designed to enable students to become responsible, caring and productive citizens who are imbibed with values enshrined in the Preamble to the Constitution of India.

Core values

Core values suggested in NCF 2023 include democratic outlook and commitment to liberty and freedom; striving for equality, justice, and fairness; embracing diversity, plurality, and inclusion while remaining conscious of our underlying unity; humaneness, compassion, empathy, and fraternal spirit; responsibilities that come from freedom and rights; social responsibility and the spirit of seva (service); ethics of integrity and honesty (NCF, p. 159).

Matching the above listing, Mulyavardhan is focused on values enshrined in the Preamble to the Constitution of India, namely liberty, equality, justice and fraternity, and related values such as Responsibility, Scientific Temper, Compassion, Seva, Patriotism and Dignity of Labour.

Approach to value education

NCF 2023 proposes development of values and dispositions using both direct and indirect methods (NCF, p. 160).

Under the direct method, NCF 2023 recommends classroom activities, discussions, and

readings specifically designed to address ethical and moral awareness and reasoning (NCF, p. 160). Under the 'indirect' method, NCF 2023 suggests integration of values in learning standards, pedagogical processes, and school and classroom culture and processes (NCF, p. 161).

Direct and integrated approach

Both the above requirements are met by Mulyavardhan, which incorporates a direct and integrated approach to value education.

Under the direct approach, a part of the weekly school time-table is to be allocated for conduct of structured Mulyavardhan activities aimed at the development of specific values and related competencies such as responsible decision-making and ethical reasoning. (See Box 1 for information on time allotment.)

Under the integrated (indirect) approach, interested schools/school-systems will be provided capacity-building support for integrating value education in the teaching and learning of scholastic subjects, school processes, and 'whole-school' activities or events. (See Box 2 for more information.)

Focus on social-emotional and ethical development

NCF 2023 emphasizes social, emotional, and ethical development (SEED) as one of the domains of child development to be addressed by schools. Outlining how socio-emotional and moral development takes place from infancy to adolescence, NCF 2023 links these domains to manasik vikas (emotional and mental development) and chaitsik vikas (spiritual development) in the panchakosha vikas (five-fold) model of human development (NCF, pp. 67-68).

NCF 2023 also lists specific SEED curricular goals to be developed in the foundational stage:

- Emotional intelligence, i.e., the ability to understand and manage emotions, and respond positively to social norms
- Positive attitude towards productive work and seva
- Positive regard for the natural environment (NCF, p. 217).

SEED competencies

Taking these ideas forward, Mulyavardhan activities for all stages of schooling are focused on 4 SEED competency clusters:

- Self-awareness and self-management
- Responsible decision-making
- Positive relations
- Caring for the environment and the well-being of others

The above competencies are derived from the globally recognised CASEL framework for social-emotional learning.

Alignment with curricular goals

Mulyavardhan activities are designed for the attainment of core values, SEED competencies as well as key curricular goals identified in NCF 2023 for the foundational, preparatory, and middle stages of schooling (grades 1-II, III-V and VI-VIII respectively). Figure 2 depicts this design frame with respect to the Maharashtra state curriculum framework.

Curricular goals for Mulyavardhan activities are taken from the following areas of education identified in NCF 2023:

- Foundational stage domains
- Language
- Social sciences
- Education in inter-disciplinary areas
- Physical education and well-being

Competencies, curricular goals, and values covered in Mulyavardhan activities across grades are listed under Appendix to this framework. Following a spiral-curriculum design, the same sets of competencies and values are addressed in all grades. The curricular goals vary according to the stage of schooling. In each stage, some goals from preceding or subsequent stages are addressed in Mulyavardhan activities through lower or higher level of learning outcomes.

Due to this carefully thought out design, Mulyavardhan activities will help schools meet NCF-mandated standards in the above-mentioned areas of education.

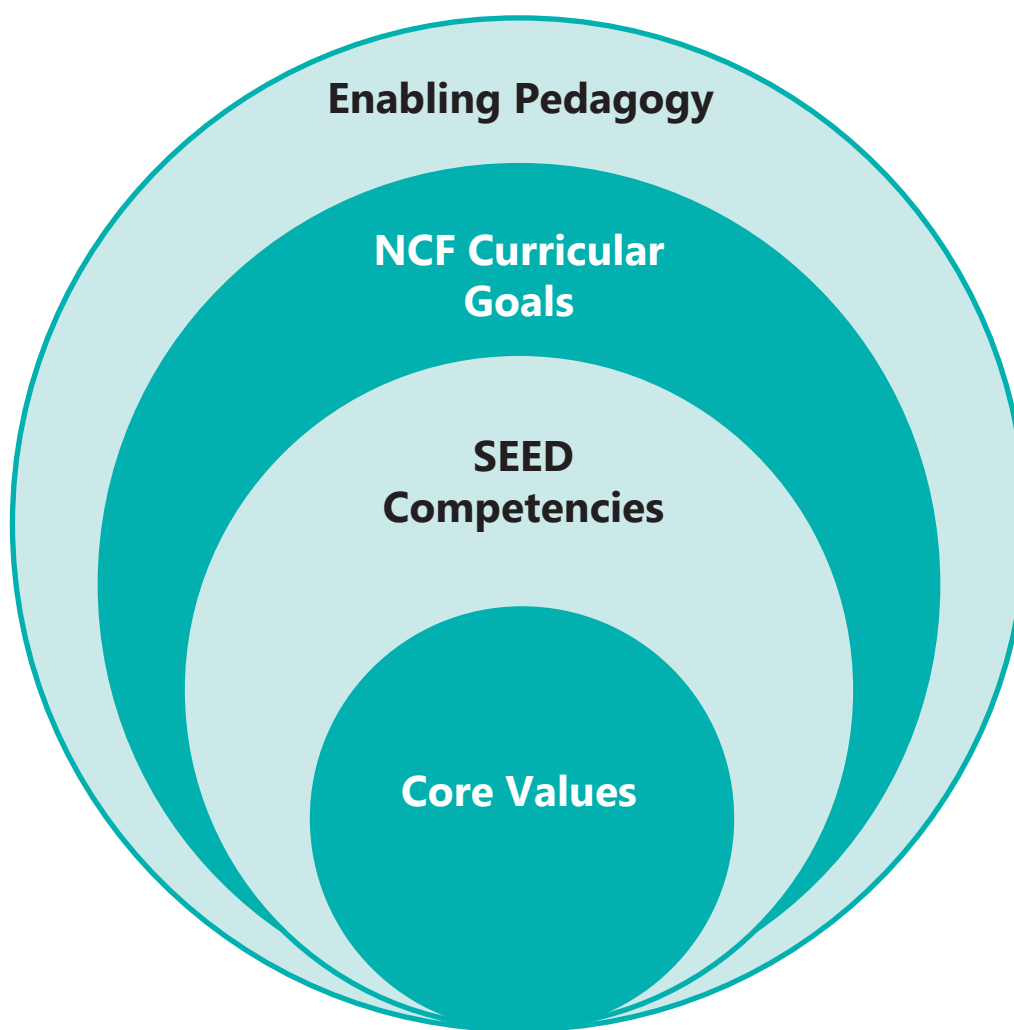


Figure 2 : Design frame of Mulyavardhan activities

Pedagogical Practices

NCF 2023 lays down the following overall principles of pedagogy that must guide all aspects of teaching and learning (pp. 114-15) :

- Learning is an active process that involves both understanding and doing.
- Children learn best when they are respected, valued, and involved in the learning process.
- Children learn in a variety of ways, illustratively, through making something, participating in discussion, listening, speaking, reading, writing, questioning, etc.
- Learning happens best when classroom processes make connections with the life of students and their prior experiences
- Punishment and fear are detrimental to learning and must not be used in the classroom.
- Inequity in the classroom on the basis of caste, gender, religion, socio-economic conditions, student performance, or any other factor is unacceptable.
- Memorisation must not be the primary form of learning or of assessment.

- Students must not be treated as passive receivers of information. Students must be seen as active agents in their own education.

The pedagogy followed for Mulyavardhan activities is entirely in alignment with the above principles.

Unlike traditional value education, teaching and learning under Mulyavardhan is entirely through activities based on the principles of constructivism and cooperative learning.

All Mulyavardhan activities require children to work individually and in pairs or small groups to achieve certain learning outcomes through independent thinking, creativity, discussion, analysis, and critical evaluation. While performing these tasks, children have to make connections to their life experiences and immediate social and physical environments.

Cooperative Learning

Cooperative learning, which is an integral part of Mulyavardhan activities, is supported by the following recommendation of NCF 2023:

Classroom processes should provide opportunities for students to work individually and to work together. Teachers may ensure that students work in pairs, in small and large groups, as well as independently. Teachers must help students listen, understand, appreciate, and reflect on their own thought process and other's experiences with empathy and critical understanding. (NCF, pp. 105-06).

Apart from specific cooperative learning structures for use in activities, Mulyavardhan provides a variety of cooperative games that can be organised any time, in or outside the classroom.

Classroom Management

Mulyavardhan's child-centric, activity-based pedagogy is complemented by child-centric classroom management practices aimed at providing inclusive and joyful learning environments that foster active participation, self-discipline, and collaboration. Under the teacher's guidance, children form their own class rules and consequences. Teachers are encouraged to use positive attention and child-friendly language to deal with disruptive behaviour.

Home Activities

An important part of many Mulyavardhan activities are home activities. Unlike conventional home work, the home activities are aimed at generating dialogue between children and their caregivers, dialogue with neighbours, and exploration of the immediate social and physical environments under specific assignments. This set of objectives aligns with the NCF's recommendations on homework:

Homework is an extension of the learning process. ... Homework tasks must therefore be meaningful for learning. ... It may include practice work (e.g., worksheets to be completed) as well as application of concepts through specific tasks (e.g., survey of local water resources)... Homework can be fun and provides a different kind of interesting challenge to students. It can also help to connect school with the student's home, especially in the foundational and preparatory stages. (NCF, p. 110)

Spiral Effects

The Mulyavardhan pedagogical practices will have spiral effects as follows:

- In itself, the practices will lead to the development of values and SEED competencies as well as cognitive and language abilities.
- The practices will develop teachers' capacities to organise activity-based learning. In many cases, Mulyavardhan activities will enable teachers to make a smooth shift from traditional teaching methods.
- All the practices can be used in the teaching and learning of any subject in any grade.

Student Assessment

NCF 2023 recommends the following process for assessing the development of values:

- Focus on 'behaviour' that demonstrates a value or disposition
- Development of assessment rubrics, which should form a part of the periodic learning assessment report and must be constructive
- Analysis of student reflective diaries or material developed by students, group discussions or presentations on a particular topic, and student participation in community work or school events. (NCF, p. 163)

Accordingly, assessment is done under Mulyavardhan against behavioural indicators for the SEED competencies mentioned earlier. In consultation with experts, competencies for assessment and matching age-appropriate indicators have been selected for each grade. Considering child development as a continuum, the complexity and number of indicators increases by grade.

Assessment Process

The indicators are provided in activity books as part of assessment activities that have to be conducted twice in all other grades (after each term). The activities involve quantitative scoring and qualitative assessment through a 7-step process as follows:

- Students have to first rate themselves.
- Students have to discuss their ratings with peers. In middle school (grades 6-8), they have to also rate their partners.
- Teachers have to discuss students' assessment.
- As feasible, they have to get information about student behaviour at home from parents.

- On the basis of the above and their observation of student behaviour in the term, teachers have to rate students against behaviour indicators.
- Teachers have to write a qualitative note in each student's activity book, highlighting the student's positive qualities and areas for improvement.
- Teachers have to discuss their assessment with students and their caregivers.

The above process supports the NEP 2020 recommendation on holistic progress cards (HPCs), which is reiterated in NCF 2023 :

The progress card will be a holistic, 360-degree, multidimensional report that reflects in great detail the progress as well as the uniqueness of each learner in the cognitive, affective, and psychomotor domains. It will include self-assessment and peer assessment ..., along with teacher assessment. The holistic progress card will form an important link between home and school and will be accompanied by parent-teacher meetings in order to actively involve parents in their children's holistic education and development (NCF, p. 115).

Box 1 : Time allotment for activities

To conduct all the given Mulyavardhan activities for particular grades in an academic year, schools would have to allot a minimum of two periods (or 70-90 minutes) per week per class. The total time requirement of around 35 hours per academic year matches the time allotment for social-emotional learning (SEL) programmes across the world, and constitutes less than 4% of annual school instruction time mandated in NCF 2023.⁶

The following opportunities for time-allotment can be drawn from NCF 2023:

- In the foundational stage, 30-45 minutes are to be allotted per day for 'Circle Time', which must include conversation, songs and poems (NCF tables 4.2ii, 4.2iii).
- In the preparatory stage, 200 hours are to be allotted per year for 'The World Around Us' (table 4.4i), which is an inter-disciplinary area aimed at enabling students to develop knowledge, values and dispositions for forming a 'holistic view of the world, with an understanding of relationships and interdependencies' (NCF, p. 390).
- In the middle stage, a total of 210 hours are to be allotted for 3 languages and 160 hours are to be allotted for social science per year (table 4.4iii). From the combined total of 370 hours, time could be justifiably allotted for Mulyavardhan activities, as these are aligned with the curricular goals for language and social science education.

6. For preparatory, middle, and secondary stages of schooling, NCF 2023 mandates 29 hours of instruction per week for around 34 working weeks (p. 135), or a total of 986 hours per academic year.

Box 2: Integrated approach to value education

At the school level, an integrated approach to value education requires the school leadership's commitment to certain core values. At the classroom level, integration in all school subjects, following the pedagogical practices recommended in NCF 2023, requires expertise in conduct of challenging activities and class discussions. In view of these requirements, SMF recommends that schools first adopt the Mulyavardhan direct approach to value education, which enables a smooth transition towards required teacher practices. Benefits accrued from the direct approach, in terms of changes in student behaviour and teacher beliefs, would encourage school leaders to adopt the integrated approach, with involvement of parents and community-members.

SMF proposes two types of capacity-building support for schools interested in adopting the integrated approach:

- Practice-based workshops for selected teachers on (i) values embedded in pedagogy, school subjects (areas of education) and textbooks (ii) use of activities and cooperative learning structures in the teaching and learning of different subjects (iii) development of value-integrated lesson plans from textbook topics (iv) strategies for dealing with value conflicts and challenges such as large classes
- Workshops for school leaders on (i) values embedded in school processes and routines (ii) planning of value-based whole-school activities/events (iii) strategies for engaging parents and local communities in the holistic development of children.

Outcomes of these initiatives would depend on the supporting eco-system and the 'performance targets' imposed on schools.

3

Educational Materials

Two types of educational materials have been developed for conduct of Mulyavardhan class activities:

- Grade-wise activity books
- Supplementary videos

Activity Books

Colourful activity books have been designed for grades 1-8 in multiple languages.⁷ The books are meant to be used by students well as teachers. Each student has to use one activity book, which may be kept in the classroom until the end of the academic year.

The activity books provide the content for activities along with instructions for students and teachers. For each grade, 35 to 40 activities have been provided.

Themes and Topics

The activities for all grades are organised under the following themes:

- Class rules and norms
- Self-awareness
- Personal responsibilities
- Relations
- Social responsibilities

Topics covered under the above themes across three stages of schooling are shown in Table 2. Several topics are common across grades and addressed with increasing levels of complexity. Competencies and curricular goals addressed through activities on these topics are listed in the introduction to each book.

Activity Design

Each activity is focused on or more learning outcomes related to specific values, competencies and curricular goals (see fig. 3 for an example). Each activity comprises one or more learning tasks, followed by a whole-class discussion (see fig. 4). All the stages of an activity can be completed in 1-2 time-table periods of 35 minutes each.

7. Activity books are currently available for grades 1-8 in English, Hindi, Marathi, and Gujarati. Books for grades 1-4 are available in Konkani. Books will be produced in other languages as per demand.



Fig. 3: Example of how values, curricular goals and competencies are covered in an activity (Grade 5: “My Ambitions”)

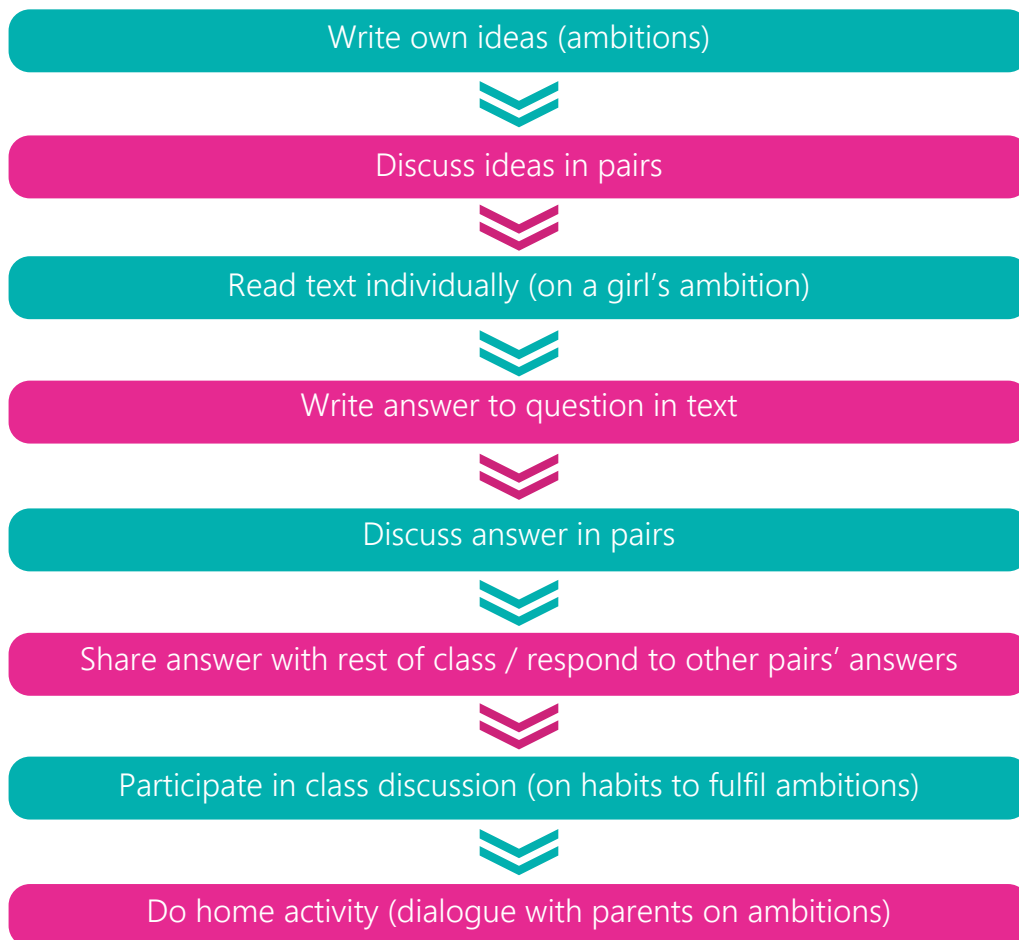


Fig 4. Learning tasks for students in Grade 5 activity (“My ambitions”)

Types of Content

The activity content is in the form of engaging text and illustrations, in various forms including:

- Pictures for observation
- Picture stories
- Poems and songs
- Incident descriptions
- Stories
- Comic strips
- Informative text
- Self-evaluation exercises

The content and design of the Mulyavardhan activity books meet the following recommendations of NCF 2023 on 'important elements in textbooks':

- Design aesthetics and consistency
- Explicit learning standards
- Consistent design elements
- Activities and exercises
- Reference to additional materials (NCF, pp. 95-96).

Supplementary videos

Linked to the content in the activity books, Mulyavardhan provides three kinds of videos for children:

- Animated songs
- Animated stories
- Animated instructional videos

The videos leverage the appeal of audiovisuals to increase children's engagement and provide variety in classroom transactions

Table 1 : Theme-wise topics covered in Mulyavardhan activities across stages of schooling

Theme	Foundational stage	Preparatory stage	Middle stage
Class rules and norms	• Class rules and consequences	• Class rules and consequences	• Class rules and consequences
Self-awareness	• Understanding self • Likes and dislikes • Hobbies • Abilities • Emotions	• Understanding self • Hobbies • Strengths and weaknesses • Ambitions • Managing emotions • Study habits	• Self-image • Self-improvement • Adolescence issues • Hobbies • Strengths and weaknesses • Managing emotions • Developing empathy • Working towards goals
Personal responsibilities	• School rules • Healthy habits • Safety • Duties • Fairness • Honesty	• School rules • Importance of rules • Duties • Study habits • Physical fitness • Stress • Road safety • Screen time • Food wastage • Moral decisions	• Importance of rules and laws • Duties • Healthy habits • Personal hygiene • Stress • Screen time • Social media • Rights & Responsibilities • Moral decisions • Moral dilemmas
Relations	• Family • Classmates • Friendships • Politeness • Cooperation • Empathy	• Family • Friendships • Peer pressure • Respect • Forgiveness • Cooperation • Conflicts • Bullying	• Family • Friendships • Peer pressure • Effective communication • Cooperation • Conflicts • Bullying
Social responsibilities	• Diversity • Caring for the environment • Neighbours • Community helpers • Managing waste • Use of water • Social contribution	• Diversity • Interdependence • Caring for the environment • Community hygiene • Pollution • Use of water • Gender stereotypes • Disability • Social contribution	• Diversity • Equality • Discrimination • Democratic decision-making • Women's contribution • Use of resources • Civic issues • Social contribution

4

Enabling a Supportive Ecosystem

Effective implementation of Mulyavardhan requires a supportive school ecosystem. The key requirements are as follows:

- Empowering teachers to conduct activities with appropriate classroom management strategies
- Monitoring of implementation
- Family and community engagement

The last part of this section also discusses expected challenges.

Empowering teachers

‘Activity-based learning’ has been part of the school-education discourse in India for the past few decades. Nevertheless, it is commonly observed that teachers continue to use the traditional method of instruction. This pedagogical approach is completely unsuitable for Mulyavardhan activities. Further, the activities require teachers to use cooperative learning strategies and conduct class discussions based on open-ended questions, deploying appropriate classroom management strategies.

Given this set of requirements, capacity-building of teachers is an integral part of SMF’s offering to schools and school systems. Capacity-building is offered in the following ways:

- Introductory workshops of 2-4 days for teacher-trainers or teachers (depending on total number of teachers to be trained)
- Follow-up or refresher workshops of 1-2 days for teacher-trainers/ teachers
- On-site support for teachers through school visits by SMF personnel or staff designated by the school system
- Virtual support through online meetings, WhatsApp groups, and an online learning platform (under development)

Workshop design

The main topics covered under the introductory workshops are:

- Need for value education as defined in NCF 2023
- How to conduct activities using the Mulyavardhan activity books
- Principles and structures of cooperative learning
- Child-friendly classroom management strategies
- Teacher as a facilitator
- Conducting whole-class discussions
- Assessment of learning

All the above topics are addressed through discussions and activities, which are based on the recommended pedagogy. A major part of the workshop is activity practice by teachers in groups, with trainers providing feedback.

As required, additional inputs are given on dealing with challenges in multi-grade and/or multi-lingual classrooms. As feasible, inputs are also given on organisation of project-based learning.

Strategy for scale

For rolling out of capacity-building workshops at scale, the process shown in Fig. 4 is suggested. In a deviation from the conventional cascade model, SMF suggests that teacher-trainers should conduct activities in their classrooms for 8-12 weeks before they conduct workshops for teachers in their blocks/clusters.

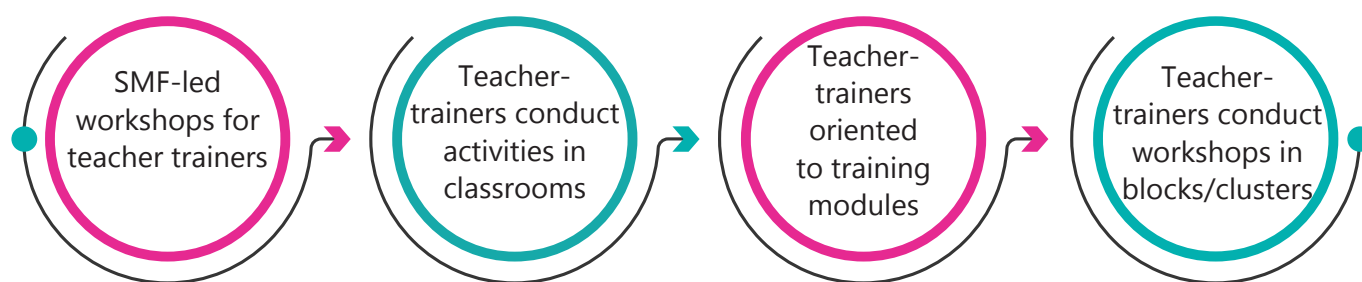


Fig 5 : Suggested roll-out strategy for large school systems

Resources

The following materials have been developed to support training and post-training teacher support :

- Training manual
- Instructional videos for teachers
- Interactive capsules for viewing on smartphones

Teacher support will be enhanced through:

- E-learning courses/ web resources
- Documentation and dissemination of success stories / stories of change through audiovisual, web and print media.

Monitoring

Monitoring the implementation of Mulyavardhan activities in classrooms can be done through existing school systems and processes with the help of indicators suggested in Table 3. The indicators are broadly for three phases of implementation (introduction, establishment, consolidation) under 4 heads. As required, SMF will provide tools and orientation to designated monitoring staff. SMF will also directly monitor the implementation in a representative sample of schools.

Table 2: Phase-wise indicators to monitor implementation

Introduction Phase	Establishment Phase	Consolidation Phase
Implementation of Mulyavardhan in school		
• All students receive Mulyavardhan books • Teachers designated for conduct of activities • Two periods allotted in weekly timetable • Parents and SMC members informed • Activities conducted regularly	• All Mulyavardhan teachers trained • Regular meetings held to review conduct of activities and facilitate sharing of teacher experiences • Success stories, stories of change shared	• Teachers receive need-based refresher training • On demand, teachers and school leaders trained on integrated approach to value education • Value education practices used in teaching and learning of other subjects
Conduct of Mulyavardhan class activities by teachers		
• Activities conducted in sequence and according to given instructions (excepting justified changes) • Cooperative learning structures used • Student assessment introduced	• Optimum teacher talk-time • Appropriate use of cooperative learning structures • Appropriate conduct of class discussions • Student assessment done as per given procedure	• Practices changed according to student assessment and participation • Appropriate innovations made in activities
Classroom management		
• 'Quiet signal' used appropriately • Class rules and consequences formed through participatory method	• Appropriate implementation of class rules and consequences • Positive attention used to deal with disruptive behaviour	• Observance of class rules reviewed periodically; rules or consequences modified as required
Student participation		
• Students participate in activities • Students work in pairs/groups • Students aware of class rules	• Students follow class rules • Students work effectively in cooperative learning structures (pair/group) • Students give thoughtful answers in class discussions	• Students observe class rules consistently • Student answers reflect critical and creative thinking • Students participate in service projects

Note

Indicators are detailed in printed/online school and classroom observation tools. A manual and short-duration training programme has been designed for the use of the tools. Changes may be made in indicators as per need, in consultation with key stakeholders.

Family and community engagement

Probably more than any other domain of school education, value education requires close involvement of families and local communities. During training, teachers are urged to inform and update parents and SMC members about Mulyavardhan. Engagement of parents and other family-members is ensured through the Mulyavardhan home activities. Teachers are expected to involve parents in student assessment.

More avenues of family and community engagement are available when schools opt for the integrated approach to value education, which includes 'whole-school' activities and events.

Expected Challenges

Mulyavardhan implies changes in many traditional notions of teaching and learning, value education and management of student behaviour. The foreseen challenges and means of addressing them are discussed below.

Priority not given to value education

Key decision-makers and other stakeholders will be made aware of how value education is a core part of the aim of school education. They will be explained how Mulyavardhan activities are aligned to NCF 2023 and will help school achieve mandated standards.

'Load' on school time

Decision-makers will be explained how Mulyavardhan is in alignment with NCF 2023 and activities can be fitted into weekly timetables.

Time required for participating in capacity building workshops

Mulyavardhan capacity building workshops are aligned to teacher-capacity requirements identified in NEP 2020. As such, the workshops cannot be seen as a "burden". As feasible, the workshops will be conducted in a staggered manner. Through liaison with school training authorities, clash of schedules or overlap of training inputs will be avoided.

Moving towards child-centric pedagogy

Mulyavardhan training and activities complement efforts already being taken at different levels to change traditional teaching styles and methods.

Varied rate of adoption

Efforts will be taken to increase rate of adoption by communicating success stories and working closely with schools that are facing challenges in adoption.

Multigrade and multilingual classes

Strategies to deal with multigrade classes are well-established in large school systems, and these will be disseminated to teachers who face challenges. Proven practices of multilingual education will be promoted through training and post-training support.

Value conflicts and moral dilemmas

In a rapidly changing world, value conflicts are inevitable. Moral dilemmas are also unavoidable, and could be faced even by young children. These issues are discussed during training. The emphasis is on schools' duty to uphold Constitutional values, critical thinking and dialogue.

Glossary

Activity : A set of actions that enables students to achieve a desired learning outcome.

Assessment : Process used to measure the quality and quantity of learning and teaching.

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.

Competency : A cluster of related abilities, attitudes, knowledge and skills acquired over a stage of schooling.

Cooperative Learning : A process that enable students to learn cooperatively rather than competitively, using one another's resources and skills (asking one another for information, evaluating one another's ideas, etc.) with the teacher playing the role of a facilitator, rather than a provider of information.

Cooperative Learning Structures : Specific strategies for organizing interactions between students according to the principles of cooperative learning.

Constructivism : A theory of learning based on the idea that humans construct knowledge through experience, as opposed to being taught concepts in the abstract.

Curricular Goals : Statements that give direction to curriculum development and implementation to achieve specific aims in different areas of education.

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 : Guiding principles, goals, structure, and elements for the development of curricula.

Direct approach to Value Education : Transaction of value education through time-tabled school sessions.

Holistic Development : The social, emotional, physical, mental and intellectual growth of a child, establishing the child's overall wellbeing.

Integrated (indirect) approach to value education : Transaction of value education through the teaching and learning of regular school subjects and other school activities and processes.

Learning Outcome : Significant learning that students have achieved and can reliably demonstrate.

Multigrade Class : Children of different grades placed in the same class.

Multilingual Class : Class with children who speak a variety of first languages (language spoken at home). In India, it can also refer to classes with children whose first language is other than the language of instruction in school, necessitating teaching and learning in multiple languages.

Pedagogy : The method and practice of teaching.

Practice : A customary or habitual way of doing something.

Psychosocial Environment : The relations between teachers and students, between students, and between students and the social conditions in school, which influence the quality of their learning.

Social, emotional and ethical development : The process through which children acquire and effectively apply the knowledge, attitudes, and skills necessary to understand and manage emotions, set and achieve positive goals, feel and show empathy for others, establish and maintain positive relationships, and make responsible decisions.

Child-centric Approach : An educational approach that places the student in the centre of the learning process, whereby students are active participants in their learning, and hence are more intrinsically than extrinsically motivated to learn. It is in contrast to the traditional, teacher-centred approach, which has the teacher at its centre in an active role and students in a passive, receptive role.

Values : Principles, standards or qualities considered desirable.

Value(s) Education : A school-based effort to promote certain values among students, so that their thinking, feeling and behaviour are guided by the values.

Whole-School Approach : A cohesive and collaborative effort by and in a school to achieve defined goals such as improving student learning on values.

Appendix

Values, curricular goals, competencies and learning outcomes covered in Mulyavardhan activities

Grade 1

Values	Curricular Goals	Competencies	Learning Outcomes
- Justice - Liberty - Equality - Fraternity - Responsibility - Scientific outlook - Compassion - Seva - Patriotism - Dignity of Labour	- Developing health and safety habits - Developing ability to understand and manage emotions and respond positively to social norms - Showing appreciation for the surrounding natural environment - Making sense of the world around through observation and logical thinking - Developing effective communication skills - Developing study habits	- Self-awareness and self-management - Responsible decision-making - Positive relations - Caring for the environment and the well-being of others	- States personal likes and dislikes - Identifies common emotions - States basic health and hygiene habits - States rules and norms to be followed in class and school - Uses polite language - Cares for plants and animals

Grade 2

Values	Curricular Goals	Competencies	Learning Outcomes
- Justice - Liberty - Equality - Fraternity - Responsibility - Scientific outlook - Compassion - Seva - Patriotism - Dignity of Labour	- Developing health and safety habits - Developing ability to understand and manage emotions and respond positively to social norms - Showing appreciation for the surrounding natural environment - Making sense of the world around through observation and logical thinking - Developing effective communication skills - Developing study habits	- Self-awareness and self-management - Responsible decision-making - Positive relations - Caring for the environment and the well-being of others	- States personal abilities - Recognises how emotions are linked to behaviour - Follows basic health and hygiene habits - States class rules and consequences - Show respect for others - Make efforts to keep the surroundings clean

Grade 3

Values	Curricular Goals	Competencies	Learning Outcomes
- Justice - Liberty - Equality - Fraternity - Responsibility - Scientific outlook - Compassion - Seva - Patriotism - Dignity of Labour	- Developing oral language skills - Describing how to keep themselves and others safe in various situations - Developing sensitivity to the social and natural environment - Developing sensitivity to personal and social behaviour - Developing an understanding of the need for self-evaluation and self-improvement	- Self-awareness and self-management - Responsible decision-making - Positive relations - Caring for the environment and the well-being of others	- Describes personal skills and interests - Expresses strong emotions in an appropriate manner - States home duties - Recognises the importance of rules - Helps friends - Uses school and public facilities properly

Grade 4

Values	Curricular Goals	Competencies	Learning Outcomes
- Justice - Liberty - Equality - Fraternity - Responsibility - Scientific outlook - Compassion - Seva - Patriotism - Dignity of Labour	- Developing oral language skills - Describing how to keep themselves and others safe in various situations - Developing sensitivity to the social and natural environment - Developing sensitivity to personal and social behaviour - Developing an understanding of the need for self-evaluation and self-improvement	- Self-awareness and self-management - Responsible decision-making - Positive relations - Caring for the environment and the well-being of others	- States personal strengths and weaknesses - Recognises others' feelings and views - Makes plans to complete school and home tasks on time - Follows class and school rules consistently - Recognises the importance of honesty - Works well with others in groups - Demonstrates concern for the environment - Describes contributions of people of different walks of life

Grade 5

Values	Curricular Goals	Competencies	Learning Outcomes
- Justice - Liberty - Equality - Fraternity - Responsibility - Scientific outlook - Compassion - Seva - Patriotism - Dignity of Labour	- Developing oral language skills - Describing how to keep themselves and others safe in various situations - Developing sensitivity to the social and natural environment - Developing sensitivity to personal and social behaviour - Developing an understanding of the need for self-evaluation and self-improvement	- Self-awareness and self-management - Responsible decision-making - Positive relations - Caring for the environment and the well-being of others	- Makes efforts to develop personal skills, hobbies or interests - Describes ways to deal with stress positively - Follows plans to complete school and home tasks on time - Analyses reasons for class and school rules - Analyses motives and consequences of actions - Uses constructive ways to resolve conflicts among schoolmates - Takes steps to protect the environment - Recognises contributions of women

Grade 6

Values	Curricular Goals	Competencies	Learning Outcomes
• Justice • Liberty • Equality • Fraternity • Responsibility • Scientific outlook • Compassion • Seva • Patriotism • Dignity of Labour	• Developing the ability to communicate effectively • Understanding the importance of components of health, fitness and well-being • Developing sensitivity to personal and social behaviour • Understanding the interrelations between physical activity, health, happiness, challenges, emotions and social interactions	• Self-awareness and self-management • Responsible decision-making • Positive relations • Caring for the environment and the well-being of others	• Makes plans for improving academic performance • Deals with stress positively • Analyses observance of rules • Identifies moral principles (like honesty and fairness) • Demonstrates cooperation to ensure effective working of groups • Takes steps to ensure proper use of water and other resources • Describes common challenges faced by people in the neighbourhood

Grade 7

Values	Curricular Goals	Competencies	Learning Outcomes
• Justice • Liberty • Equality • Fraternity • Responsibility • Scientific outlook • Compassion • Seva • Patriotism • Dignity of Labour	• Developing the ability to communicate effectively • Understanding the importance of components of health, fitness and well-being • Developing sensitivity to personal and social behaviour • Understanding the interrelations between physical activity, health, happiness, challenges, emotions and social interactions	• Self-awareness and self-management • Responsible decision-making • Positive relations • Caring for the environment and the well-being of others	• Develops study skills and habits • Describes physical and mental changes taking place in self • Recognises the importance of laws • Recognises the importance of moral principles (like honesty and fairness) • Recognises the influence of peers on self • Takes part in efforts to solve commonly faced problems (in school, neighbourhood) • Describes different forms of inequality and prejudice in society

Grade 8

Values	Curricular Goals	Competencies	Learning Outcomes
- Justice - Liberty - Equality - Fraternity - Responsibility - Scientific outlook - Compassion - Seva - Patriotism - Dignity of Labour	- Developing the ability to communicate effectively - Understanding the importance of components of health, fitness and well-being - Developing sensitivity to personal and social behaviour - Recognising various forms of inequality and prejudice that exist in society, at the levels of the family, community, region and nation; and take initiative to address these issues - Understanding the importance of the Constitution in instilling democratic values in Indian society	- Self-awareness and self-management - Responsible decision-making - Positive relations - Caring for the environment and the well-being of others	- Sets goals for self-improvement - Takes care of self's physical and mental health - Recognises the rights and responsibilities of all citizens - Evaluates actions on the basis of moral principles - Takes steps to avoid unhealthy influence of peers - Takes part in social service projects - Analyses different forms of inequality and prejudice in society

References :

National Curriculum Framework– Foundational Stage (2023)

National Curriculum Framework– School Education (2023)

Maharashtra State Curriculum Framework – Foundational Stage (2024)

Maharashtra State Curriculum Framework – School Education (2024)

Mulyavardhan 3.0 Conceptual Framework (2025)



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