

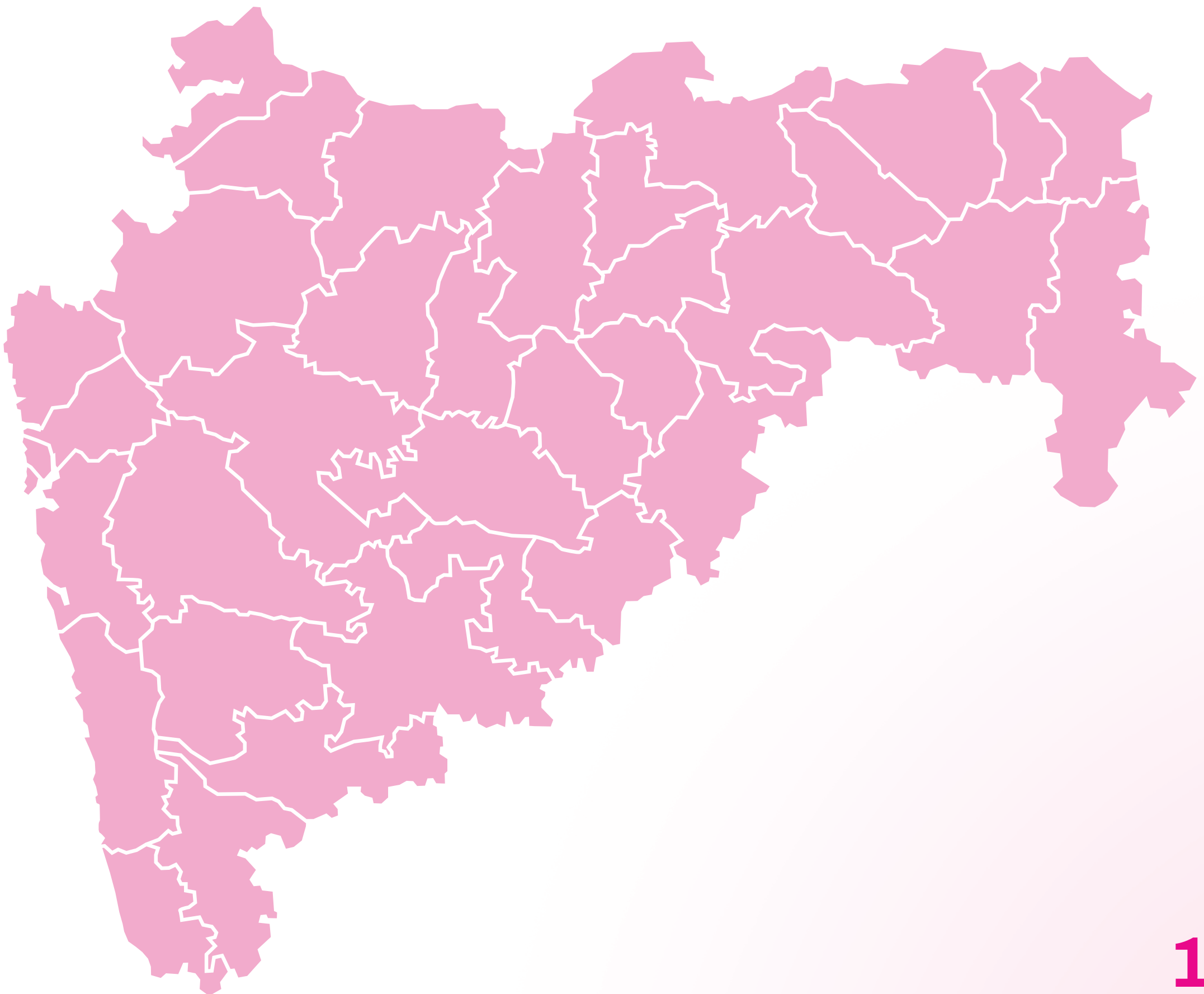
MULYA VARDHAN

CLASS OBSERVATIONS

MAHARASHTRA

What does the data tell us?

JULY-SEPTEMBER 2026





Why Class Observations?



To help:

- Understand programme implementation
- Support teachers in strengthening practice
- Identify exemplary teachers
- Use evidence to improve programme quality





Conducted by whom?



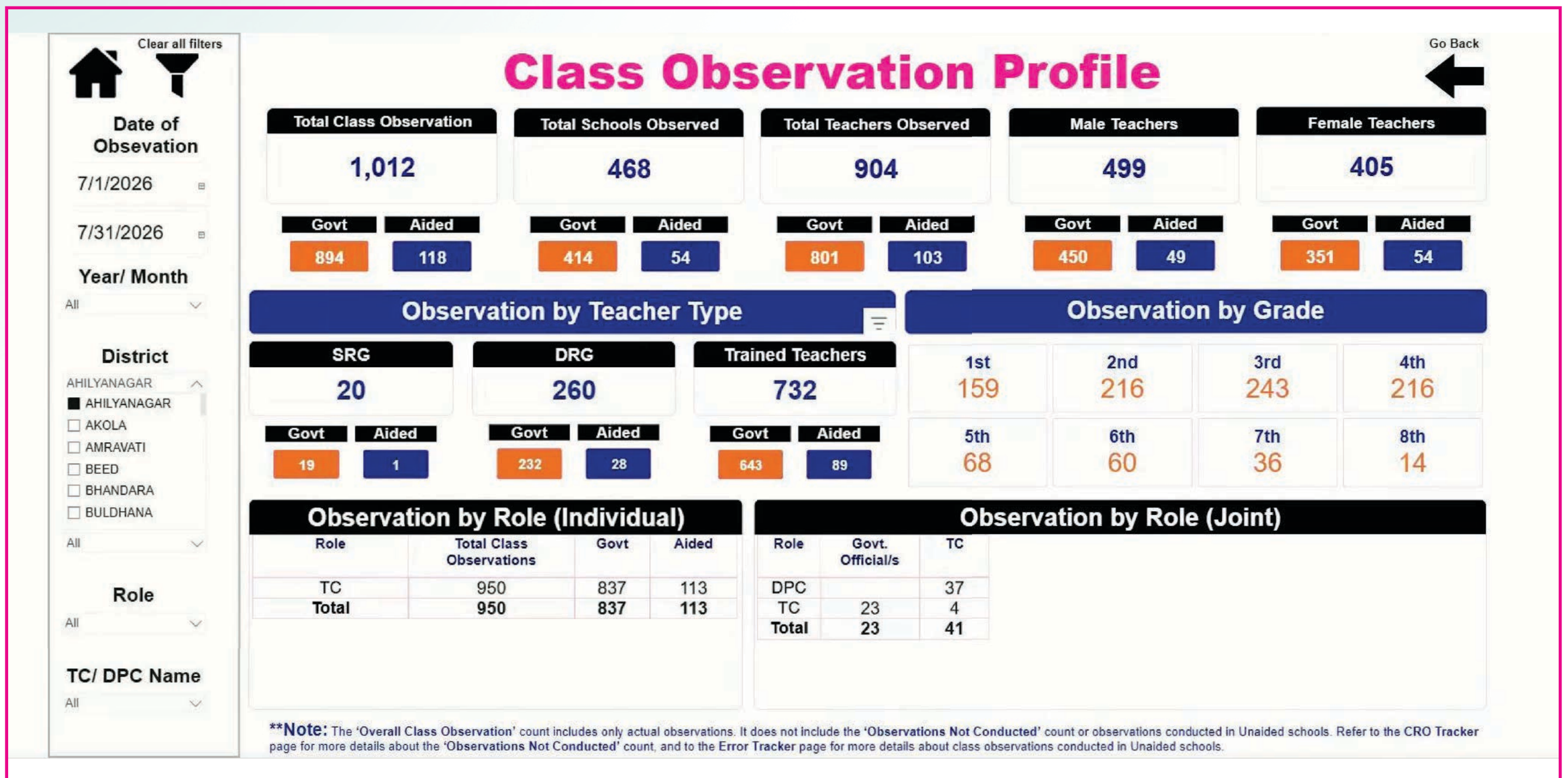
Observations were conducted mainly by SMF Taluka Coordinators, often with SMF District Programme Coordinators and Master Trainers.

Observations were also conducted by government system functionaries: Cluster Heads (Kendrapramukhs), DIET faculty, Education Department officials.





How Conducted and Analysed?



- Class observations done through planned school visits
- Conduct of Mulyavardhan activity by selected teachers observed according to specific indicators
- Observation recorded through a dedicated app
- Data analysed using digital tools
- Dashboard views generated instantly
- Insights available by indicator, school location (district/taluka) and category



Scope of Observations

A total of 31,538 selected teachers were observed conducting Mulyavardhan activities under five main indicators.*

Teacher selection criteria

- Received Mulyavardhan training
- Reportedly conducting Mulyavardhan activities
- Preferably State or District Resource Group teachers
- Teachers from Marathi-medium schools
- ~80% govt school teachers; rest of aided schools

Main indicators

- 1 Adoption of Mulyavardhan activities
- 2 Diversity of student participation
- 3 Student voice and free expression
- 4 Participatory formation of class rules
- 5 Use of cooperative learning structures

*Some teachers were observed more than once; hence the total number of observations was 44,369.





Key Finding 1:

Adoption of Mulyavardhan

Classification:

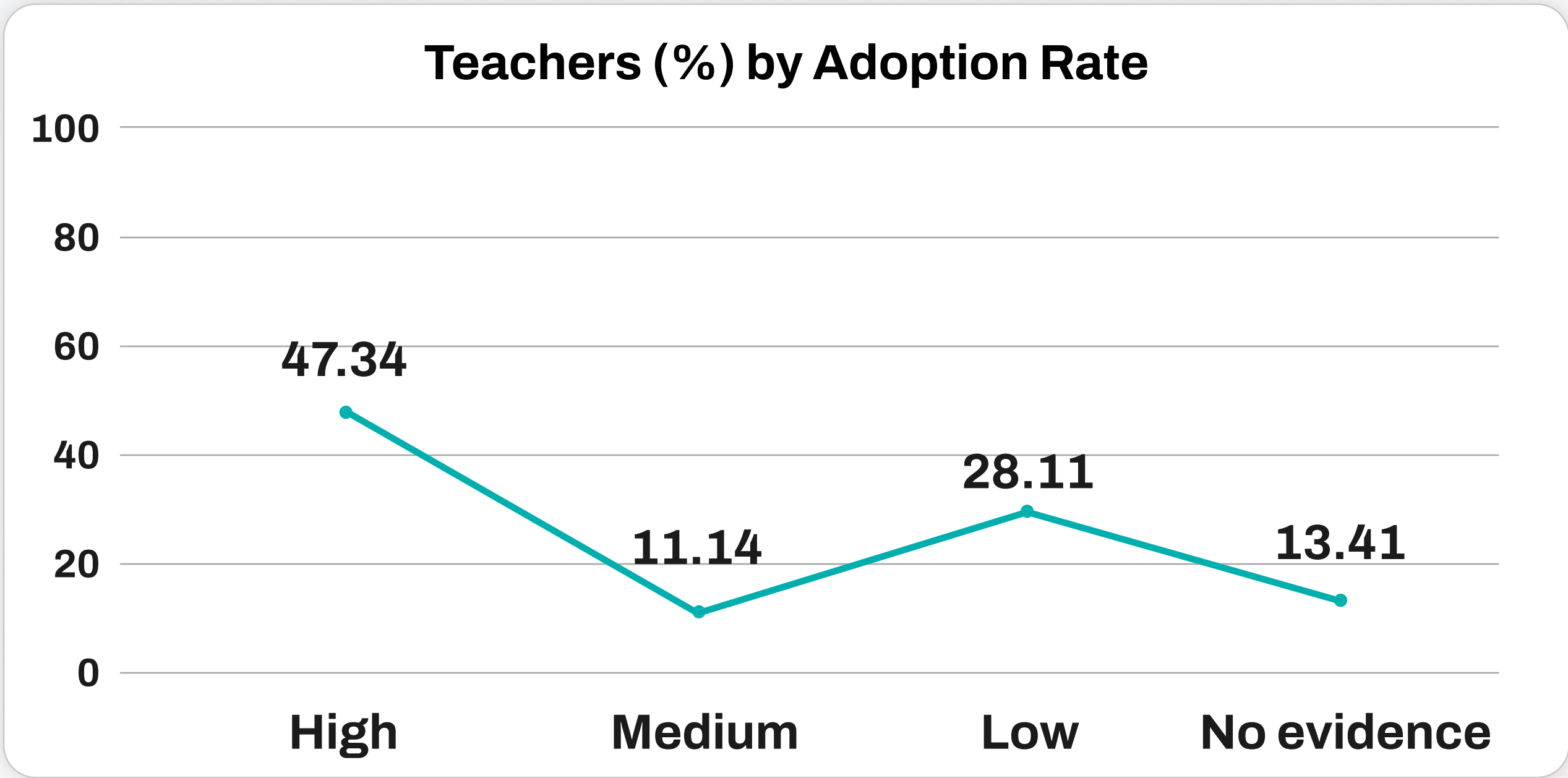
High adoption: Activities conducted twice a week

Moderate adoption: Activities conducted once a week

Low adoption: Activities conducted on an ad hoc basis or occasionally with other subjects

No evidence: No evidence of activities being conducted

Trend:



Degree of adoption is a significant factor influencing the attainment of Mulyavardhan student learning outcomes. It also has a major influence on development of teacher expertise to organise learning through activities, including pair/group and whole-class discussions.





Key Finding 2:

Proportion of Students Providing Diverse Responses

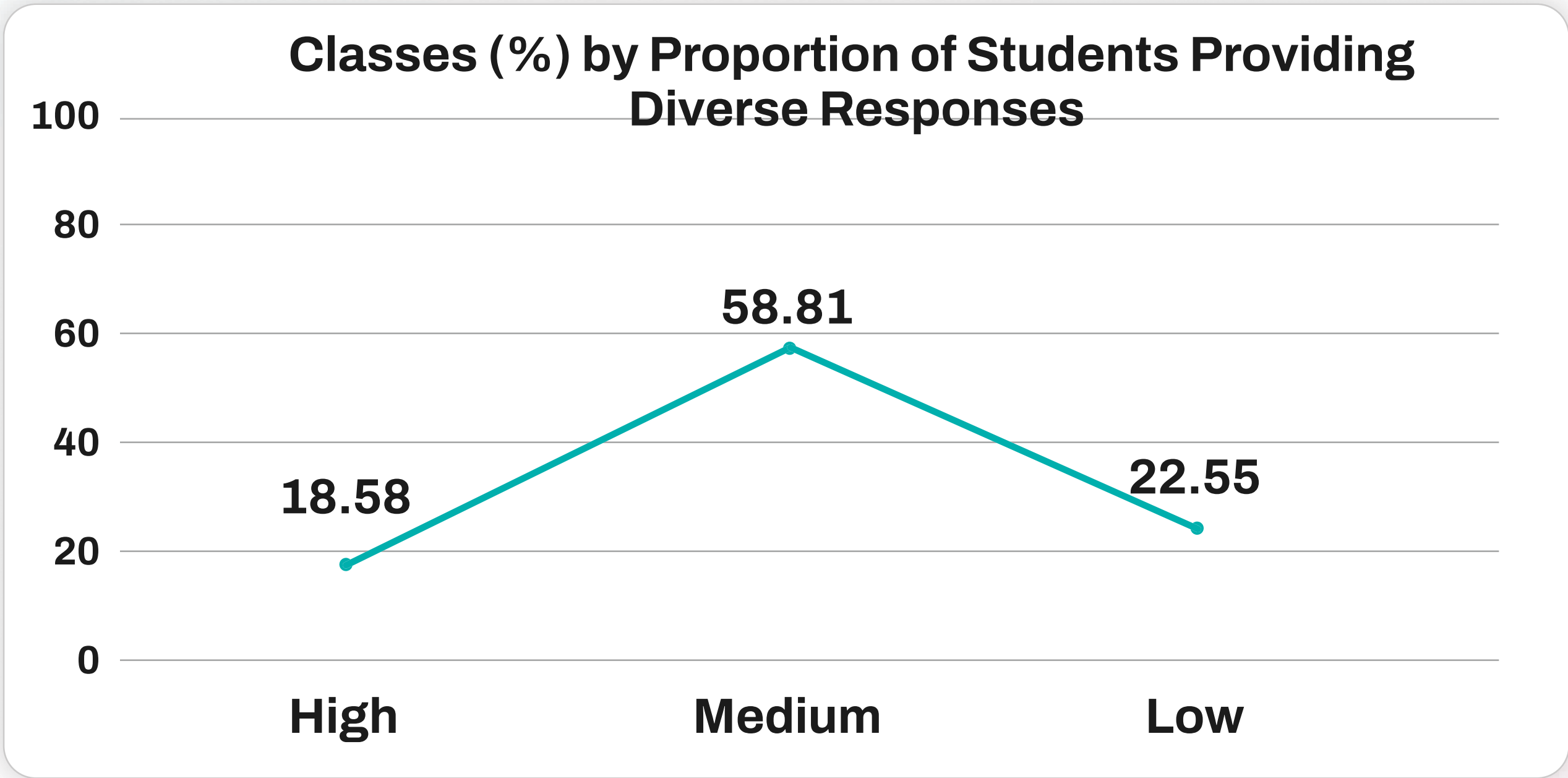
Classification:

High: All or almost all students provide diverse responses

Medium: Many students provide diverse responses

Low: Few students provide diverse responses

Trend:



Proportion of students providing diverse responses indicates level of student participation, inclusivity in classroom culture, and child-centredness of teacher practice. These are important conditions that support student learning.



Key Finding 3:

Frequency of Students Expressing Own Opinions and Feelings

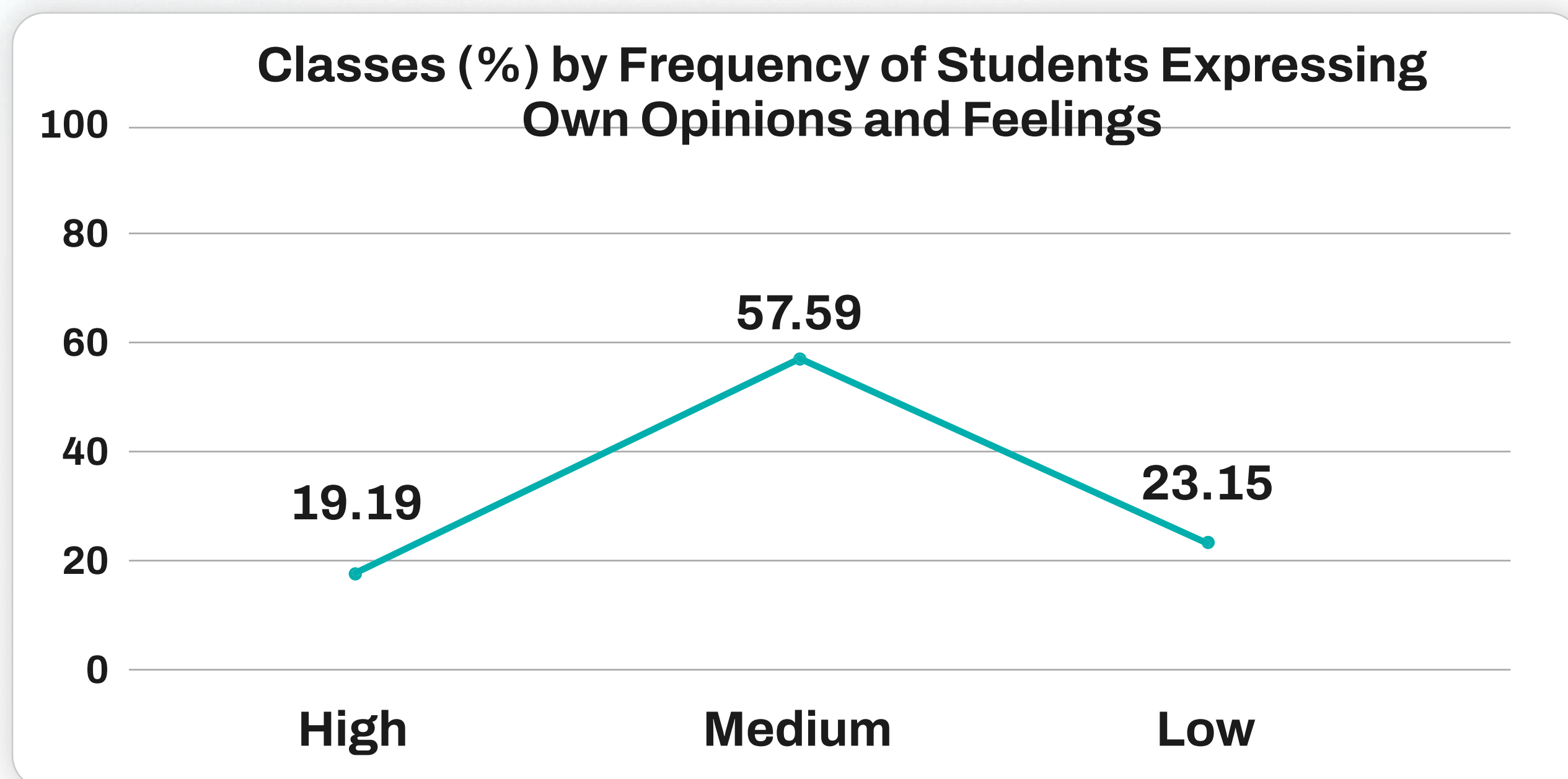
Classification:

High: Students express opinions/feelings freely always/almost always

Medium: Students express opinions/feelings freely most of the time

Low: Students express opinions/feelings freely some times

Trend:



Frequency of students expressing own views/feelings freely is another indicator of the level of student participation, inclusivity in classroom culture, and child-centredness of teacher practice. These are important conditions that support student learning.





Key Finding 4:

Participatory Formation of Class Rules

Classification:

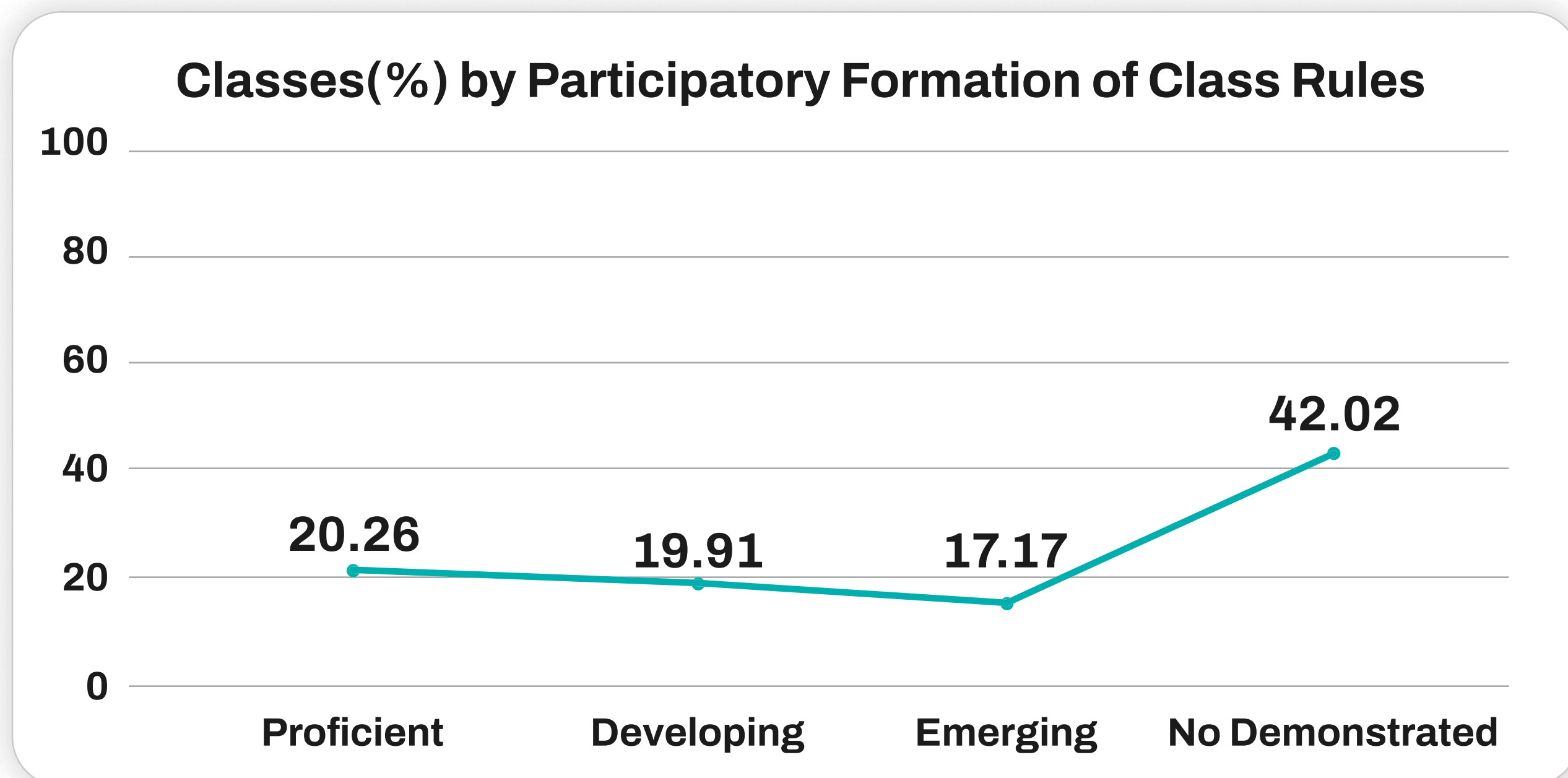
Proficient: Class rules and consequences are developed with the participation of all students and are displayed in the classroom

Developing: Class rules and consequences are developed with the participation of most or some students and are displayed in the classroom

Emerging: Class rules have been established with the participation of most or some students, but consequences have not been defined

Not Demonstrated: Class rules have not been established

Trend:



Participatory formation of class rules and consequences is an indicator of child-friendly classroom management. In turn, this is a determinant of student participation, inclusivity and child-centredness of teacher practice.





Key Finding 5:

Use of Cooperative Learning Structures

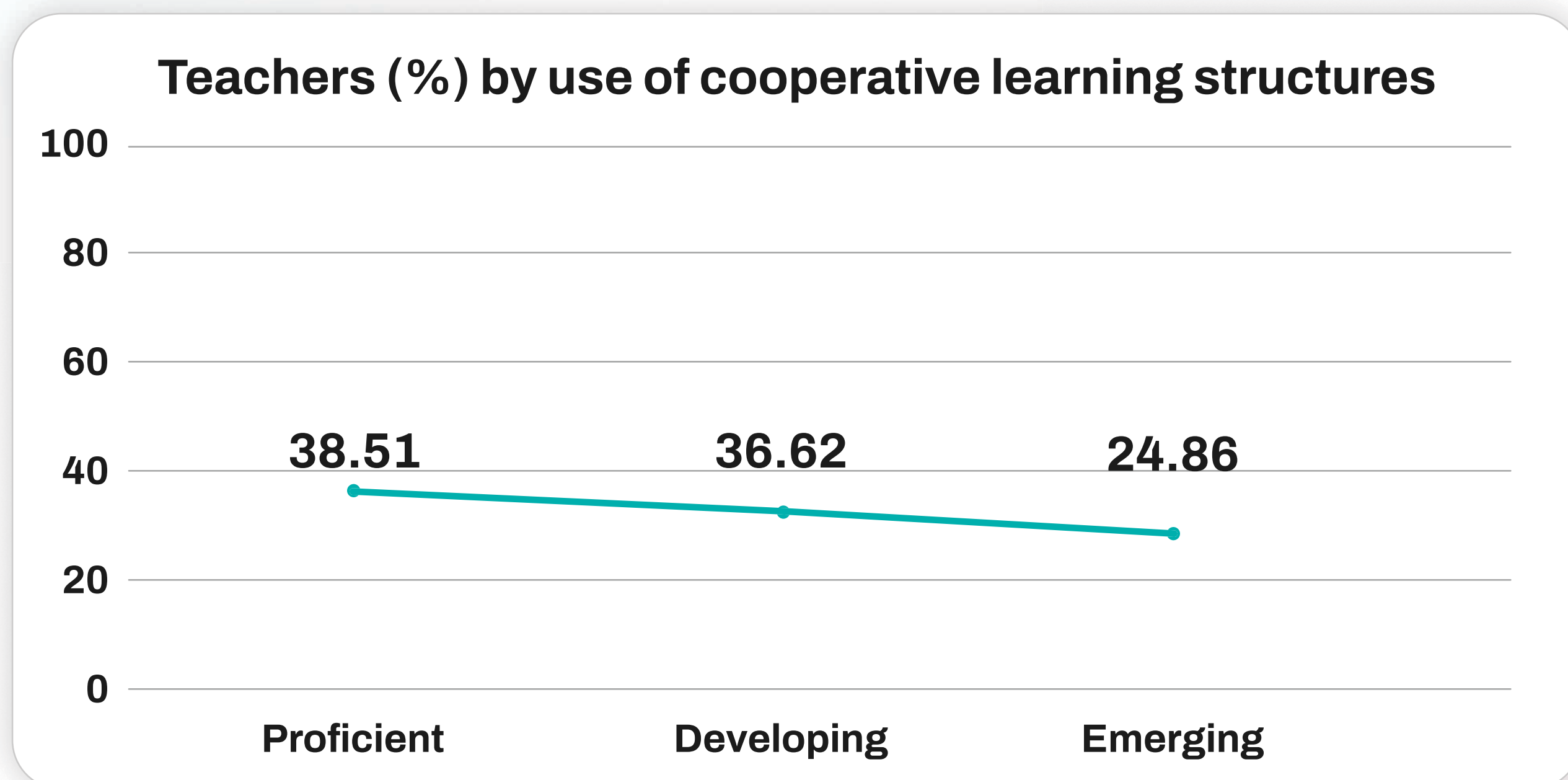
Classification:

Proficient: 7-9 recommended steps followed by the teacher

Developing: 4-6 implementation steps followed by the teacher

Emerging: 1-3 implementation steps followed by the teacher

Trend:



Cooperative learning is a pillar of Mulyavardhan pedagogy to ensure high student participation, expression of own views, and discussion. These factors enable the development of a range of cognitive, language and social-emotional competencies.





Key Finding 6:

Difference Between Govt and Aided School Teachers

No meaningful differences were observed across the measured indicators among the observed teachers, selected according to the criteria shown earlier.

Key Finding 7:

Implementation Hurdles

Many teachers reported difficulty in conducting Mulyavardhan activities regularly due to other govt duties imposed during the study period and non-availability of Mulyavardhan activity books for the current academic year. (As implementation hurdles were not part of the observation schedule, data on this aspect could not be obtained.)





Conclusions

The data shows that in the observed sample of teachers and classes, there is:



- High adoption of Mulyavardhan despite implementation hurdles
- Medium level of student participation
- Medium to low level of participatory formation of class rules
- Medium level use of cooperative learning

Together, these findings indicate an encouraging response to Mulyavardhan in observed classrooms, while also highlighting specific areas where further teacher support is needed.

Supporting Teachers. Strengthening Practice.

Mulyavardhan class observations provide valuable insights that help recognise good practices, identify areas for support and strengthen implementation across schools.

