SHANTILAL MUTTHA FOUNDATION



MULYAVARDHAN

Mulyavardhan 3.0 Internal Evaluation Study 2026

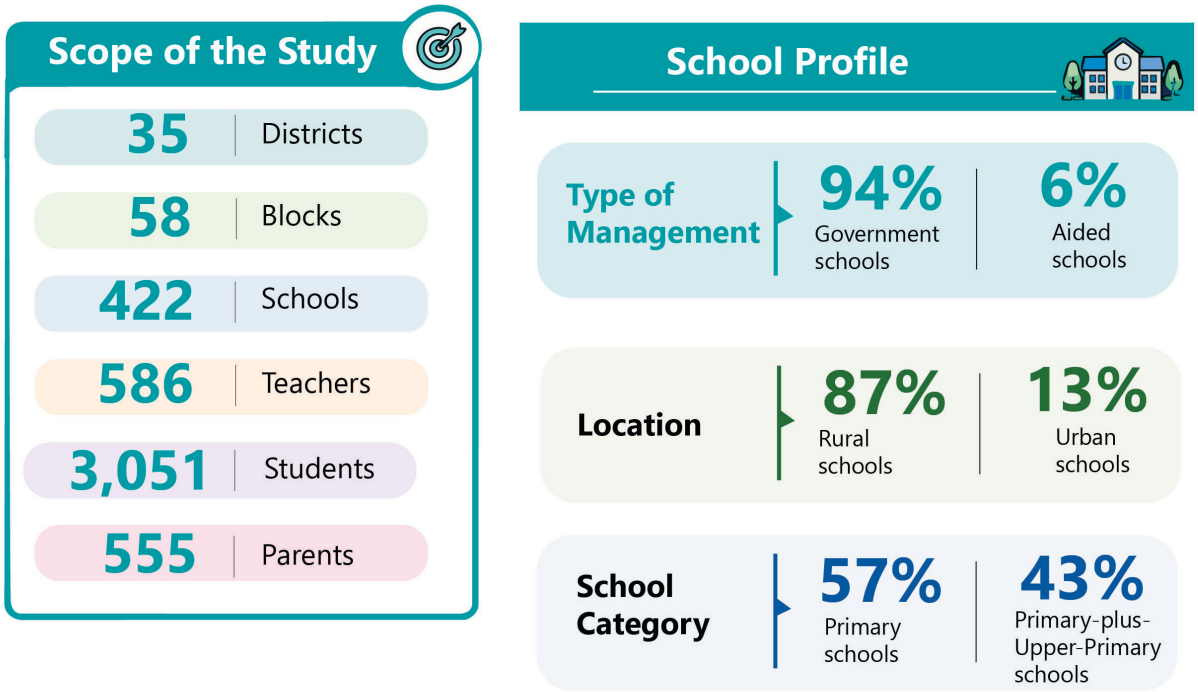
Social, Emotional and Ethical Learning Across Maharashtra Schools

Understanding Teacher Practice and Student Development at Scale

© Shantilal Muttha Foundation
August 2026

A Landmark SEED Study in India

The Mulyavardhan 3.0 Internal Evaluation Study 2026 represents one of India's largest state-wide studies focused on Social, Emotional and Ethical Development (SEED). Conducted across diverse educational settings in Maharashtra, the study brings together evidence from more than 3,000 students and nearly 600 teachers across 422 schools in 35 districts.



EXECUTIVE SUMMARY

A first-of-its-kind study

This study is significant not only because of its focus on Social, Emotional and Ethical Development (SEED), but also because of its scale. Covering 35 districts, 58 blocks and 422 schools across Maharashtra, it provides one of the most comprehensive pictures currently available of SEED-related classroom practices and student development within the Indian public education system.

An important note on interpretation

Mulyavardhan has a long implementation history, with an earlier version of the programme being implemented across Maharashtra during 2016-19. In addition, implementation of MV 3.0 had already commenced in several locations before this study was conducted. Consequently, the findings presented here should not be interpreted as a baseline. Rather, they represent the status of teacher practices and student socio-emotional-ethical development at the time of the study.

Key messages

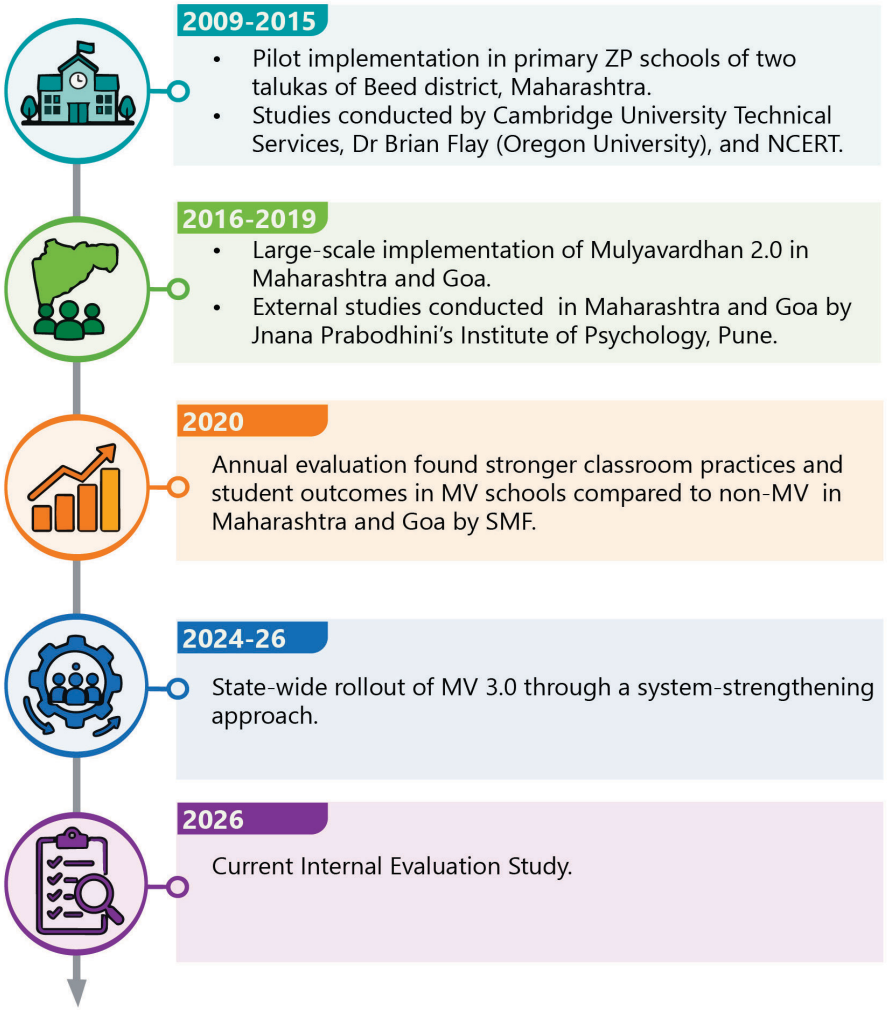
- Teachers demonstrate strong abilities in building positive relationships and maintaining inclusive classroom environments.
- Classroom management and cooperative-learning practices are emerging strengths but require further strengthening.
- Most students demonstrate developing levels of SEED competencies rather than advanced mastery.
- Self-Awareness and Self-Management are relatively stronger competencies among students.
- Responsible Decision-Making and Well-being of Others emerge as priority areas for future strengthening.
- Student participation and self-expression are generally encouraging across classrooms.

ABOUT MULYAVARDHAN

Developed by Shantilal Muttha Foundation (SMF), Mulyavardhan is a structured educational initiative designed to strengthen values-based education through everyday teaching-learning processes. It incorporates both the direct approach to value education, involving conduct of activities in time-tabled sessions, as well as the indirect approach aimed at promoting teacher practices and classroom experiences conducive to the development of values and related competencies.

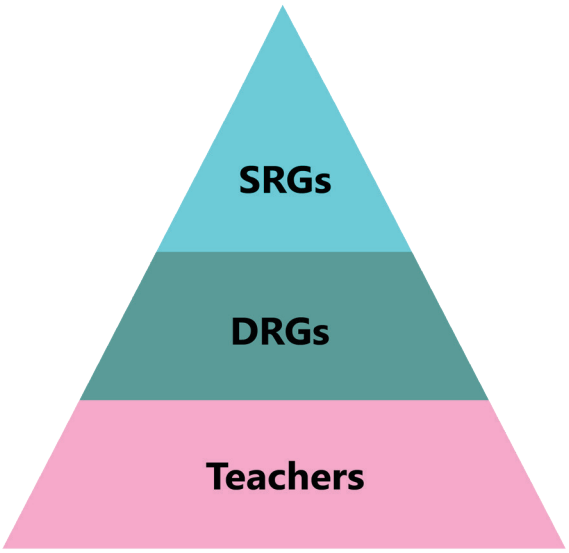
Aligned with NEP 2020, NCF 2023 and SCF 2024, the programme seeks to support children in becoming caring, responsible and productive citizens while strengthening teachers' capacity to create engaging, inclusive and child-centred learning environments.

A Continuing Journey of Learning and Evidence



SCALE & IMPLEMENTATION MODEL

Today, Mulyavardhan is implemented across all 36 districts of Maharashtra in government and aided schools, covering Marathi, Hindi and English medium schools (Urdu schools to be added from academic year 2026-27). The programme currently reaches **87,378 schools, 3.64 lakh teachers and 97.25 lakh** students from Grades 1-8, making it one of the largest state-supported initiatives focused on Social, Emotional and Ethical Development (SEED) in India.



Implementation follows a system-strengthening approach that combines capacity building, ongoing mentoring, classroom observation, academic support and data-driven review mechanisms. The programme works through existing government structures by strengthening the capacities of State Resource Groups (SRGs) and District Resource Groups (DRGs) for teacher training; and supporting DIETs, BRCs, CRCs for guiding school teachers.

ABOUT THE STUDY

Building on Previous Evidence

This study builds on a series of evaluation efforts undertaken over the last decade. Earlier studies included external assessments in Maharashtra and Goa (2016) and a subsequent internal annual evaluation of programme implementation (2019-20). These studies highlighted the importance of positive teacher-student relationships, learner-centred pedagogy and social-emotional development, while also identifying areas requiring continued strengthening. The present study extends this evidence base within the context of MV 3.0.

METHODOLOGY

To understand both classroom practice and student development, the study used a combination of observations, interviews and assessment tools. Information was collected from multiple stakeholders, enabling the study to examine SEED-related outcomes from different perspectives and to validate findings through triangulation

A Multi-Perspective Assessment Framework

In line with recommendations of the National Curriculum Framework (NCF) 2023, the study adopted a 360-degree assessment approach, gathering perspectives from students, teachers and parents. Student competencies were assessed not only through direct engagement with students but also through teacher and parent observations of children's behaviour and development.

TOOLS & QUALITY ASSURANCE

Classroom Observation Schedule

Classroom observations focused on teacher practices, classroom processes and student participation. Observations examined aspects such as relationship-building, inclusive pedagogy, classroom management, cooperative learning structures and the implementation of Mulyavardhan activities. The tool was adapted from an observation schedule approved by SCERT and routinely used by SMF for programme monitoring.

Teacher Interview Schedule

Semi-structured interviews explored teachers' classroom practices, facilitation approaches, experiences in implementing Mulyavardhan activities, and strategies used to support students' social, emotional and ethical development.

Student Assessment Tool

Students from Grades 3 to 8 participated in age-appropriate assessments designed to understand their social, emotional and ethical competencies. The tools used situational and scenario-based questions aligned with competencies embedded in the Mulyavardhan curriculum. Separate tools were developed for each grade to ensure developmental appropriateness.

Teachers' Reports on Students

Teachers provided structured observations on the competencies of selected students. These reports captured teachers' perspectives on students' behavioural, emotional and social competencies and complemented direct student assessments.

Parent Reports on Students

Parents shared observations about their children's behaviours and competencies beyond the school environment. These perspectives contributed to a more comprehensive understanding of students' socio-emotional and ethical development.

Interactions with Government Officials

Interviews with Cluster Resource Coordinators (CRCs), Block Education Officers (BEOs), Education Officers and DIET officials provided insights into academic support systems, mentoring processes, monitoring mechanisms and data-driven review practices that support programme implementation.

Three Complementary Methods

1. Observation

Researchers observed classroom processes and teaching practices during actual classroom transactions and Mulyavardhan activities. This provided direct evidence of how SEL-supportive practices were being implemented in classrooms

2. Interviews and Assessments

Students, teachers, and parents participated in interviews and assessments designed to capture experiences, perceptions, competencies and implementation processes. Student assessments were conducted through engaging, age-appropriate conversations and scenarios.

3. Reporting and Rating Tools

Structured reporting tools enabled teachers and parents to provide evidence-based observations of student competencies. These perspectives enriched and validated findings obtained through direct student assessments.

Ensuring Quality and Reliability

All tools were developed through a collaborative process involving SMF's M&E team, academic experts and external consultants. They were field-tested in schools prior to the main study, refined based on pilot findings, and subsequently reviewed and approved by SCERT. Data collection was carried out by SMF's trained Master Trainers and Taluka Coordinators following standardised protocols and quality-assurance procedures.

WHY TEACHER PRACTICE MATTERS

Relationships & Inclusion

 Respectful and fair treatment

 Positive teacher-student relationships

 Age-appropriate communication

 Responding constructively to misconceptions

 Supporting disengaged learners

Why this matters

These practices create emotional safety, trust and belonging, which are foundational for students' social, emotional and ethical development.

Engagement & Facilitation

 Classroom management

 Cooperative learning

 Positive attention

 Student voice

Why this matters

These practices provide opportunities for participation, collaboration, reflection and responsible decision-making through everyday classroom experiences.

TEACHER OUTCOME 1

Positive Relationships and Inclusive Pedagogy

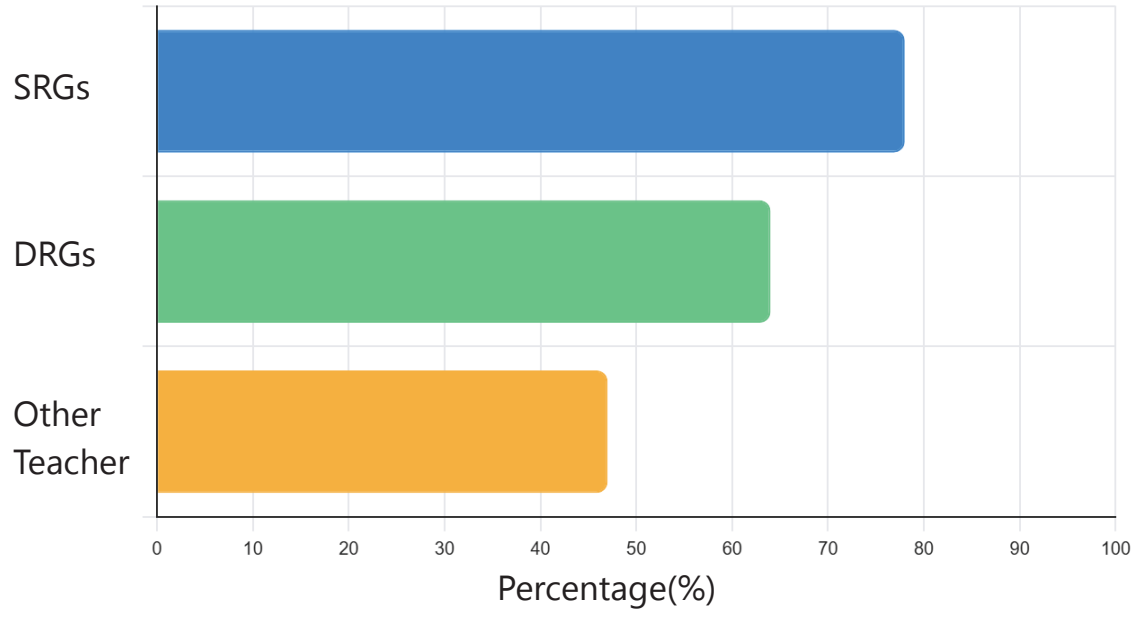
The study reveals encouraging evidence regarding teacher-student relationships and inclusive classroom practices.

Overall, **94% of teachers demonstrated average or strong ability** in building positive relationships, using appropriate communication and maintaining inclusive classroom environments. Only 6% were categorised as demonstrating low ability.

What stands out?

- Strong and average performance dominates across the state.
- Government-school teachers generally performed better than aided-school teachers.
- SRGs demonstrated consistently stronger performance than DRGs and other teachers.
- Rural teachers showed slightly stronger performance than urban teachers.

Strong Ability by Teacher Category : Outcome 1



TEACHER OUTCOME 2

Creating Engaging SEED-Rich Classrooms

This emerged as the clearest area for strengthening.

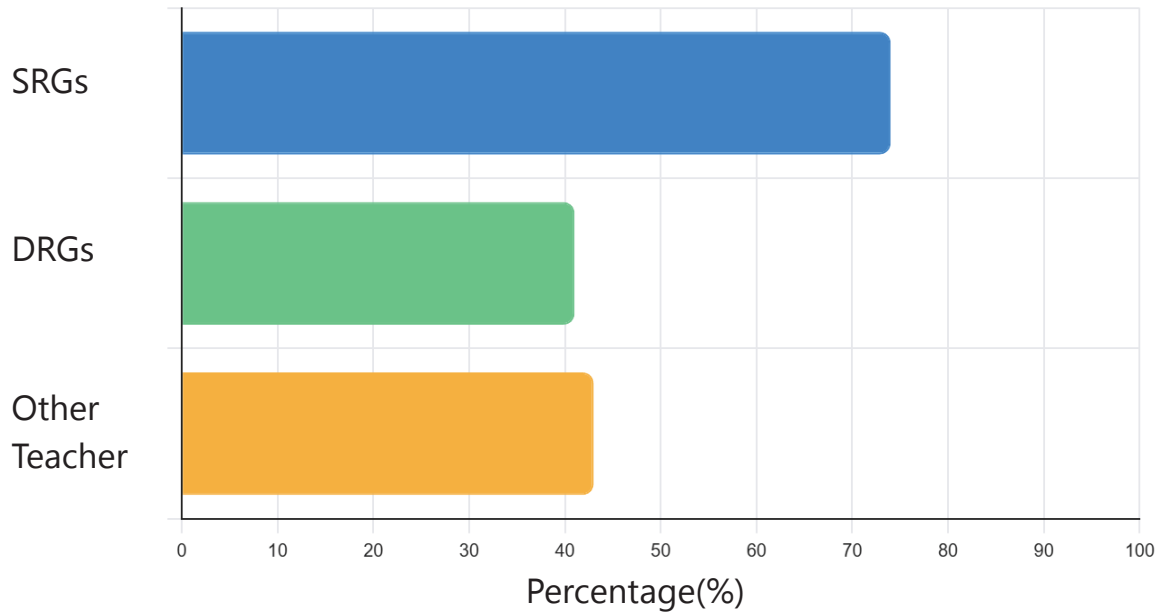
Only **53% of teachers demonstrated average** or strong ability in organising engaging activities using cooperative learning structures and effective classroom management practices. Nearly half of teachers fell within lower-performance categories.

Several indicators were identified as needing particular attention:

- Quality of class rules
- Referring to class rules during activities
- Use of positive attention
- Cooperative-learning structures

The strongest performance was again observed among SRGs, suggesting valuable opportunities for peer mentoring and demonstration-based support.

Strong Ability by Teacher Category : Outcome 2



KEY LESSONS FROM TEACHER PRACTICE

Emerging Strengths


Positive teacher-student relationships


Respectful interactions


Inclusive classroom environments


Strong leadership from SRGs

Areas Requiring Continued Support


Cooperative learning implementation


Positive behaviour reinforcement


Student-centred facilitation


Critical-thinking discussions


Consistent classroom management practices

Implication

The findings suggest that Maharashtra possesses a strong foundation of relationship-centred teaching. The next phase of strengthening lies in transforming these relationships into richer classroom experiences that actively develop social, emotional and ethical competencies.

UNDERSTANDING SEED COMPETENCIES

The study examined six dimensions of Social, Emotional and Ethical Development (SEED).



STUDENT SEED FINDINGS

The findings suggest that most students are currently at emerging or developing stages across SEED competencies and require continued opportunities to strengthen these areas.

Stronger Competency Areas



Self-Awareness

Nearly half of students were at the Developing stage.



Self-Management

Students demonstrated relatively stronger skills in emotional regulation and self-management than in other competency domains.

Priority Areas



Responsible Decision-Making

45% of students remained at the Emerging stage.



Well-being of Others

This emerged as the weakest competency, with 56% of students categorised as Emerging.

Why These Findings Matter

These competencies are closely linked to citizenship, cooperation, empathy and ethical participation in society. Strengthening them is central to the long-term goals of SEED and values-based education.

Participation, Voice and Self-Expression

An encouraging finding of the study relates to classroom participation.

More than half the observed classrooms demonstrated student participation at the Proficient level. Only 2% were categorised as Emerging.

Student participation was strongest in classrooms facilitated by SRGs, followed by DRGs and trained teachers.

Why This Matters

Participation is one of the most visible indicators of a healthy classroom culture.

When students:

- Ask questions,
- Express opinions,
- Share experiences,
- Ask questions,
- Participate in group activities,

they simultaneously practise communication, confidence, collaboration and self-awareness.

UNDERSTANDING THE FINDINGS

Primary students demonstrated significantly higher SEED competency scores than Upper Primary students, with competency levels generally declining in higher grades, particularly in Grades 6-8. Girls performed slightly better across several SEED domains.

These patterns are broadly consistent with international evidence available from the OECD Survey on Social and Emotional Skills (SSES 2023)*, covering children and adolescents across multiple countries and education systems.

Age and Development

The OECD study found that younger students generally reported higher levels of several social and emotional competencies than older students. OECD researchers note that adolescence presents new social, emotional and developmental challenges that can influence how young people perceive and demonstrate these competencies. The decline observed across upper primary grades in Maharashtra therefore reflects a pattern that has also been observed in international studies and reinforces the importance of sustained socio-emotional support during adolescence.

Gender Patterns

The OECD study also found that girls tended to report higher levels of competencies such as empathy, responsibility and tolerance, while boys tended to report higher levels in some emotional-regulation and sociability-related skills. Although gender differences in the present study were generally small, the tendency for girls to demonstrate somewhat stronger performance in several socio-emotional domains aligns with trends reported internationally.

Context and Opportunity

The relatively lower scores observed for Well-being of Others should be interpreted within the context of children's developmental stage and lifeworld. Unlike competencies such as self-awareness or self-management, opportunities to practise behaviours that contribute to the welfare of others depend substantially on the social roles, responsibilities and agency available to children. Particularly in the primary grades, students may have limited opportunities to make meaningful contributions beyond their immediate circle of family and peers.

Key Insights

The findings suggest that socio-emotional and ethical development should not be viewed as a linear process that automatically strengthens with age. Consistent with international evidence from the OECD Survey on Social and Emotional Skills, competency levels may plateau or decline during adolescence for some domains, even while other competencies continue to develop. This highlights the importance of maintaining a sustained focus on SEED-related learning experiences beyond the primary grades and providing age-appropriate opportunities for reflection, decision-making, positive relationships and contribution to others.

The findings also point to the importance of creating age-appropriate opportunities for participation, service, cooperation and collective responsibility within schools.

**OECD (2024). Social and Emotional Skills for Better Lives: Findings from the OECD Survey on Social and Emotional Skills 2023. OECD Publishing, Paris. https://doi.org/10.1787/35ca7b7c-en*

LOOKING AHEAD

What We Have Learned

The study presents a broadly encouraging picture of SEED-related classroom practices across Maharashtra.

Strong teacher-student relationships, respectful classroom environments and positive levels of student participation provide an important foundation for future growth.

Priorities for the Next Phase

1. Improve cooperative-learning implementation.
2. Strengthen classroom facilitation skills.
3. Expand mentoring through SRGs and DRGs.
4. Focus more intentionally on Upper Primary grades.
5. Strengthen Responsible Decision-Making.
6. Strengthen Well-being of Others and empathy-related competencies.
7. Use ongoing evidence and classroom observation to guide support.

Conclusion

The findings reinforce the relevance of a systemic approach to Social, Emotional and Ethical Learning. They suggest that while important foundations already exist, continued investment in teacher practice, mentoring and classroom implementation can significantly strengthen the development of caring, responsible and socially conscious young citizens across Maharashtra.

SHANTiLAL MUTTHA FOUNDATiON

Muttha Chambers 2, Level 8, Senapati Bapat Road,
Pune, Maharashtra 411 016

+91 20 2970 0000 | www.mutthafoundation.org