

MULYAVARDHAN GOA PROGRAMMES STATUS REPORT 2018-2019



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ABOUT MULYAVARDHAN

The need for nurturing democratic citizenship in schools has been emphasized by various policy documents since independence. The National Curriculum Framework of 2005 (NCF, 2005) stresses the need to “foster democracy as a way of life rather than only a system of governance” thus reinforcing the recommendations of the Secondary Education Commission (1952) and the Education Commission (Kothari Commission 1966) of creating a citizenry that is “conscious of their rights and duties, and commitment to the principles embodied in our constitution” as a prerequisite. Further, the Right of Children to Free and Compulsory Education Act (RTE Act, 2009) mandates that the curriculum framed for schools should be in “conformity with values enshrined in the Constitution” through child friendly and child-centered practices while maintaining a school climate that is “free of fear, trauma and anxiety” where in children can express themselves freely. Schools in India face an overwhelming task of bringing in to this fold of ‘citizenry creation’ a large number of school children from a varied social, cultural and economic milieu. Shantilal Muttha Foundation with a strong sense of social and educational commitment conceptualized and designed a Value Education Programme in 2009 known as - ‘Mulyavardhan’ as a path-breaking initiative to enable schools to provide child-friendly and value-based education to nurture caring, responsible, and democratic citizens.

Thus, Mulyavardhan is developed in consonance with the Constitution of India, the National Curriculum Framework (NCF) 2005, the Right of Children to Free and Compulsory Education Act (RTE Act) 2009, and NCERT’s Education for Values in Schools- A Framework document (2012). The programme takes a constructivist and activity-based approach to inculcate education for values, whilst incorporating the cognitive, affective and behavioural aspects of values. Since its inception, the program has evolved through continuous field trials in 450 government schools in Beed district of Maharashtra and recommendations from experts in NCERT, MSCERT, Cambridge & Oregon Universities. It incorporates the good practices around social and emotional learning acknowledged worldwide. This is a pioneering project on value education, which is to be implemented in the state and the country at scale across the government schools.

Shantilal Muttha Foundation (SMF) has developed a distinctive partnership model with the Governments of Maharashtra and Goa, engaging stakeholders at all levels of the education chain to achieve whole school transformation. This unique public-private collaboration has ensured the sustainability of Mulyavardhan concepts and practices. Mulyavardhan has reached all Government primary schools in Goa and will reach all primary schools in Maharashtra by the end of 2019-2020. In Goa Mulyavardhan is also being implemented in the VidyaBharati Schools and schools affiliated to the Archdiocesan Board of Education.

MULYAVARDHAN - GOVERNMENT OF GOA

Following detailed deliberations, the Government of Goa (GoG) decided to inculcate democratic values among the students at an early age through implementation of Mulyavardhan, a school-based value education program, in primary schools across Goa with Shantilal Muttha Foundation’s (SMF) technical support. A Memorandum of Understanding (MoU) was signed between GoG, represented by Goa Education Development Corporation (GEDC) and Directorate of Education, Goa, and SMF

on July 26, 2016, to implement the program in government primary schools of Goa.

In addition to the Government of Goa, two private school networks namely Vidyabharti and Archdiocesan Board of Education, Goa (ABE) have signed MoU with SMF for implementation of Mulyavardhan in their Marathi and English medium school respectively. Hence, programme implementation commenced during the year 2015-16 in the respective schools accordingly.

| Mulyavardhan Coverage -Government of Goa | | | | | | |
|---|-----------|---------|---------|----------|------------------|-------------------------------------|
| Year | Districts | Talukas | Schools | Students | Primary Teachers | |
| 2016-17 | 2 | 12 | 191 | 10297 | 206 | Marathi, Konkani and Urdu languages |
| 2017-18 | 2 | 12 | 757 | 20832 | 1296 | |
| 2018-19 | 2 | 12 | 757 | 21046 | 1296 | |
| Mulyavardhan Coverage -Private School network | | | | | | |
| Vidyabharti | | | 20 | 1500 | 70 | Marathi |
| ABE | | | 80 | 21400 | 578 | English |

CAPACITY BUILDING OF TEACHERS AND HEAD MASTERS (HM)

Mulyavardhan's primary focus is to strengthen school systems and processes with a value-based approach through review and revision of existing systems and processes by involving all stakeholders. Strategically, implementation of value-based classroom practices and school ethos are the focal points of the first two years of the project. This is planned to be achieved through capacity building and empowerment of teachers and School HMs. As a step towards teacher empowerment, a Master Resource Persons (MRP) group was developed with 28 teachers from the existing teacher community during the first year of the project i.e. 2016-17. SMF conducted capacity building workshops for these MRPs whilst extended technical support in helping them conduct taluka level teacher capacity building workshops. Around 167 primary teachers from 191 schools were trained by these

MRPs during the first year. MRPs, with SMF support, conducted Mulyavardhan capacity building workshops for all the primary teachers (1709) across 781 schools by the year 2017-18.

Mulyavardhan programme has moved forward positively in the 2018-19 academic year. With the training of majority of teachers completed last year, the focus this year was to enhance capacity of school Heads Masters. Workshops on school leadership and Whole School Approach (WSA) for the Headmasters/Head Teachers, organised by GoG and conducted by SMF, were welcomed by the Heads with almost full attendance. The WSA focus this year was on building capacity of HMs to plan and delegate responsibility in consultation with other teachers, SMC members, parents and children.

| CAPACITY BUILDING OF TEACHERS | | | |
|---|------------------------------|------------------------------|--------------|
| | Expected no. of participants | No. of Participants attended | % attendance |
| 2016-17 | 206 | 195 | 95 |
| 2017-18 | 1101 | 1017 | 92 |
| CAPACITY BUILDING OF HEAD MASTERS (2018-19) | | | |
| Phase 1 - Training of Master Trainers on WSA | 100 | 97 | 97 |
| Phase 2 - Training of HM / In-charge of Government Primary Schools on WSA | 337 | 325 | 96 |



MONITORING AND EVALUATION

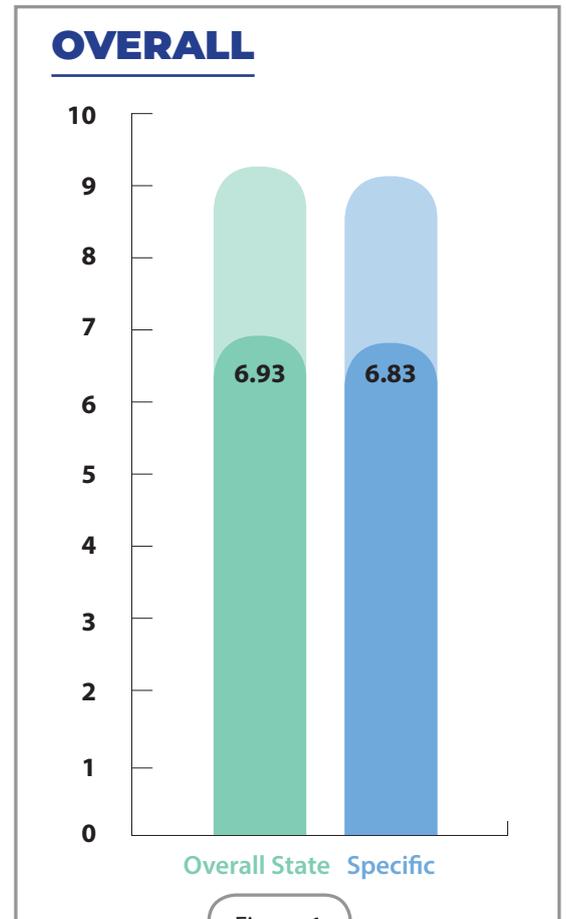
A structured framework and systematic approach for monitoring and evaluation was developed for the Mulyavardhan programme. A baseline study, with the help of third party, was conducted during the year 2016-17 covering sample schools across the talukas. Annual evaluation study was undertaken during the year 2018-19. Quarterly monitoring visits by SMF senior team were conducted of schools implementing Mulyavardhan. In addition, regular school visits were conducted by SMF taluka coordinators on a day to day basis. Taluka coordinators conducted classroom observations during their school visits and extending academic support to teachers. All the BRPs and CRPs were trained on Mulyavardhan concepts, content and practices and were engaged in conducting classroom observations.



CLASSROOM OBSERVATIONS

Following the teacher trainings, CRPs and SMF TCs started visiting the schools to conduct classroom observations and ensure teacher support for quality implementation. Within three months, i.e., January to March 2018, they conducted 972 classroom observations. During 2018-2019, they conducted 2700 classroom observations.

Data gathered from these observations show promising results in implementing Mulyavardhan. The overall data on the programme outcome indicates high scores for classrooms providing a safe, caring and child-centric environment and demonstrate practices supportive of value-related competency development as seen in Figure 1.

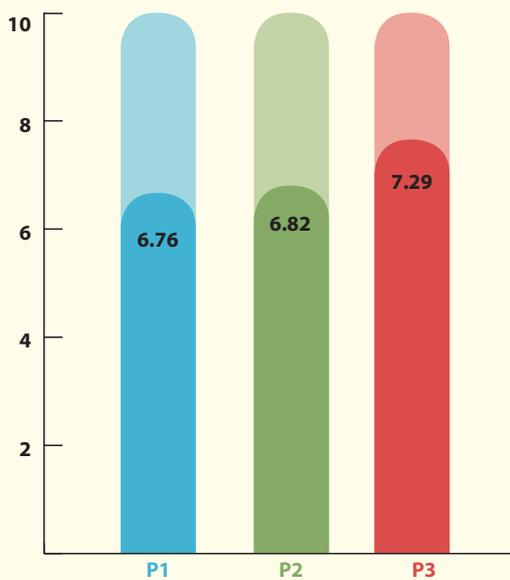


Similar high scores are seen in the three main Mulyavardhan parameters. Children are demonstrating higher levels of social awareness and exhibiting behaviour in the classroom that is constructive, non-discriminatory and inclusive. Children are also exhibiting an enhancement in self-awareness and self-management skills which is leading to a generally responsible behaviour in classroom. Teacher transformation

as per parameter 1 is also very positive with 64% of teachers demonstrating sound understanding of course content and effective use of Mulyavardhan pedagogy, specifically creating a child-centred environment in the class.

Similarly, we witness an above average score for all the seven Mulyavardhan indicators as seen in Figure 2 below.

PARAMETER WISE



- P1** Teachers demonstrate sound understanding of course content and use child-centred pedagogy
- P2** Classroom environment stimulates self-awareness, self-management skills and responsible behavior
- P3** Classrooms demonstrate social awareness and exhibit constructive, non-discriminatory and inclusive environment

INDICATOR WISE

- I1** Teachers demonstrate different co-operative learning methods, conduct lessons aligned to outcome, clarity in giving instructions, resolve queries in a child-friendly manner
- I2** Teachers provide stimulus for self-expression and self-management
- I3** Students demonstrate self-awareness and self-management skills
- I4** Teacher provides opportunities for demonstrating responsible behavior and decision-making and also models responsible behavior
- I5** Students display responsible behavior and make responsible decisions
- I6** Teachers demonstrate practices to promote social awareness and positive inter-personal relations through empathy, non-discrimination, fairness and inclusion
- I7** Students demonstrate social awareness skills, non-discrimination, fairness, inclusion

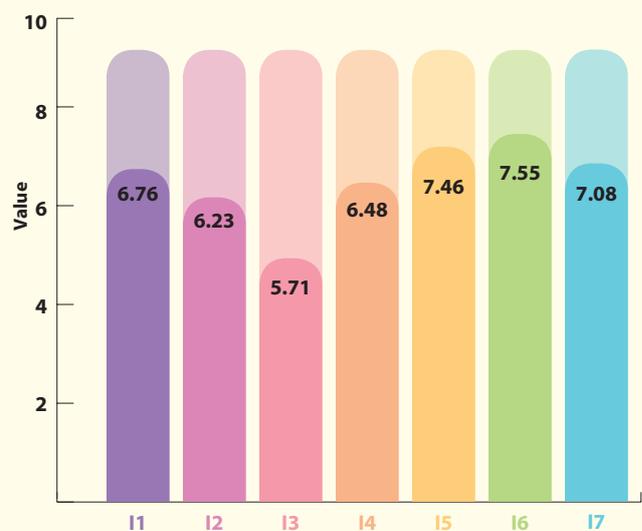


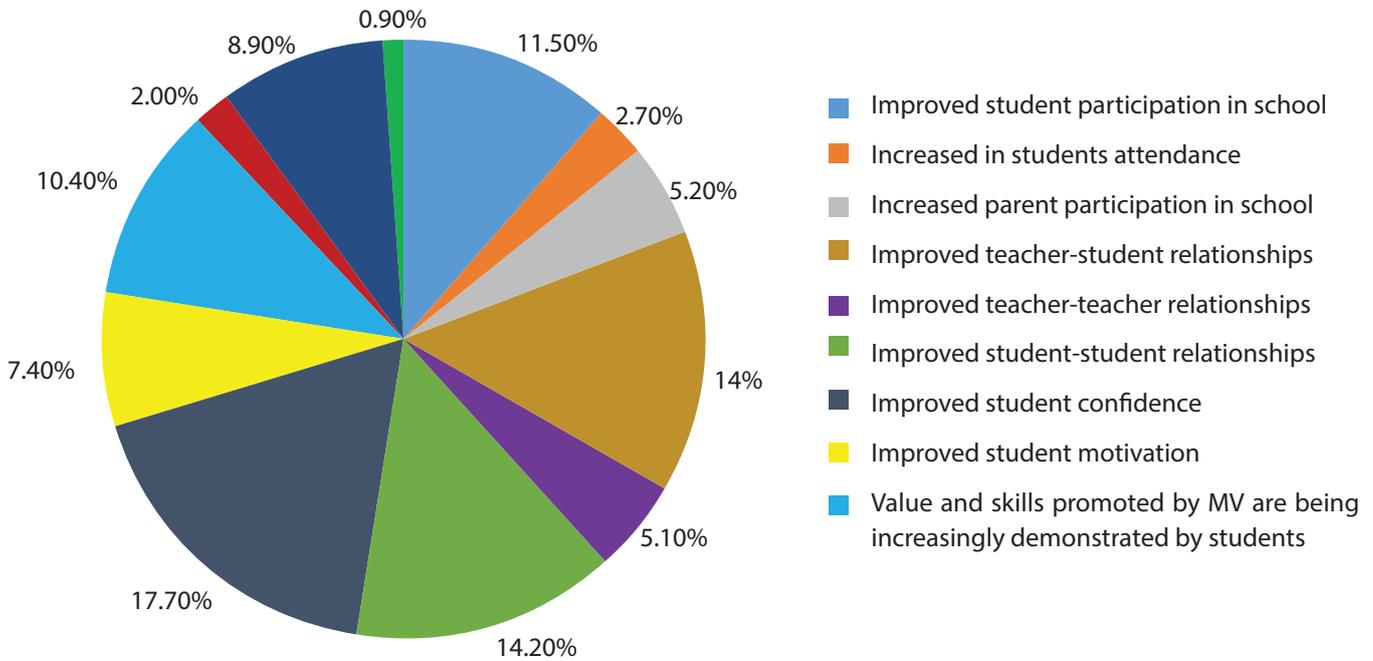
Figure 2

POSITIVE EXPERIENCE OF TEACHERS

During the school visits, teachers have further shared very positive developments, such as:

- Improved children's participation
- noticeable improvement in students' confidence level
- improved student to student's relations
- improved teacher student relations.

Teachers emphasized that these positive experiences helped them in creating a conducive classroom environment.



Total responses: 2875

- Increased instances of demonstration of values and skills **(10.4%)**
- Improved student participation **(11.5%)**
- Improved teacher-student relations **(14.0%)**
- Improved student-student relations **(14.2%)**
- Improved student confidence **(17.7%)**



STATE AND TALUKA LEVEL REVIEW MEETINGS

Department of Education, SCERT and GEDC together conducted regular review meetings with ADEIs, MRPs and SMF programme staff. ADEIs, BRPS and CRPs were oriented on MV concepts and practices and given clear instructions by senior officials to conduct monthly review meetings with HMs at taluka level. Former Chief Minister Late Shri. Manohar Parrikar conducted a Mulyavardhan review meeting on 21 April, 2017 with the Department of Education, SCERT and GEDC. He appreciated efforts of Mulyavardhan and requested SMF to extend the programme till class 10 with special focus on Sanitation & Hygiene, Waste and Traffic management.

During the year 2018-2019, a series of review meetings were conducted at the taluka and State level. These review meetings were led by Chairman GEDC, Director-Education and Director-SCERT. At the State level four meetings were organised by GEDC in collaboration with SCERT and DoE to discuss the implementation status of Mulyavardhan and to plan further course of action for effective implementation of the program.

Review of the programme at the taluka level happened during the monthly HM meetings. During these meetings, TCs and teachers discussed best practices, experiences and challenges in implementation of Mulyavardhan.

MULYAVARDHAN NEWSLETTER

In order to provide a platform for teachers to share their very enriching experiences, a quarterly newsletter was initiated for these positive exchanges. Teachers have responded enthusiastically contributing articles and stories of children.

MESSAGE FROM THE EXECUTIVES

MR. NAGRAJ HONNEKERI
Director of Education
We are pleased to launch quarterly Mulyavardhan newsletter. The Newsletter will provide opportunity to share news, events and inspirational stories with teaching community and students. I hope this initiative will give impetus to teachers to express, share and learn from each other.

MR SHRIPAD K. PATNEKAR
Chairman, GEDC
I am delighted to see the "Kshitij", a newsletter being launched jointly by Directorate of Education, GEDC and SMF together, for Mulyavardhan programme. Mulyavardhan is one of its kind programme focusing on value based education transformation. This newsletter also covers through school glimpses of Enhancing Civic Engagement (ECE) which has been initiated by Govt of Goa on suggestion of Shri Manohar Parrikar, Hon'ble Chief Minister of Goa. The main objective of the programme is to impart knowledge and skills to students on Hygiene and Sanitation, Waste Management and Traffic & Road Safety for primary and secondary schools students.

MR. VENKATARAMANA
CEO - Shantilal Muttha Foundation
This newsletter is a part of great collective efforts being made by the Department of Education, SCERT, GEDC and SMF to bring all stakeholders to a single platform for improvement of school education quality in Goa. I am fortunate to see wonderful collaboration among the three departments and collective decision making for every aspect of the Mulyavardhan programme. I am confident that this collective effort will transform the education in Goa in coming years.

MESSAGE FROM THE EXECUTIVES 1

PROGRAM COVERAGE

| | |
|----------------------------|---|
| MULYAVARDHAN | 750 Govt. Primary Schools 19 Vidhya Bharati Schools 78 ABE & DSE Schools |
| WHOLE SCHOOL APPROACH | 437 Govt. Primary Schools |
| ENHANCING CIVIC ENGAGEMENT | 52 Govt. Primary Schools 27 Govt. High Schools 29 Aided Secondary Schools |

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MESSAGE FROM THE EXECUTIVES 1

PROGRAM COVERAGE

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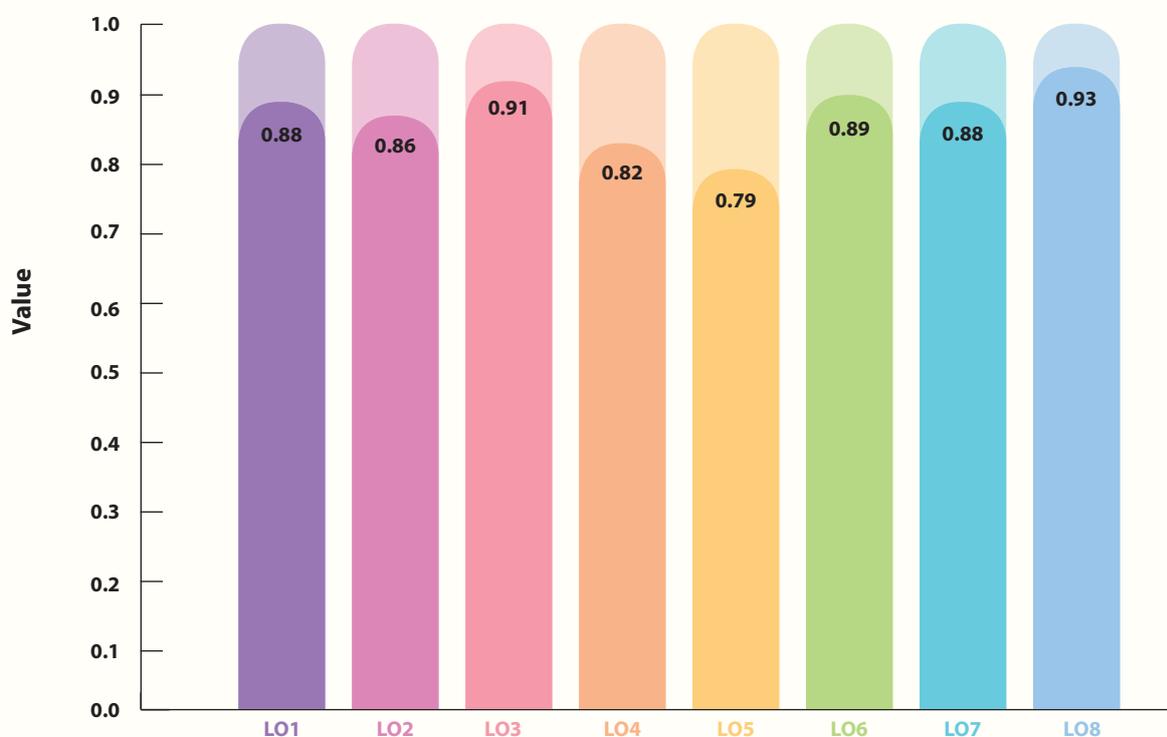
MULYAVARDHAN ANNUAL EVALUATION

During 2018-2019 annual evaluation of Mulyavardhan was also initiated to further understand the progress towards achieving Mulyavardhan outcomes.

MSCERT and SMF jointly developed the tools and processes for the annual evaluation. Subsequently, a three-day orientation program was organized for all field investigators (FIs). This orientation also included practical training of FIs who visited selected schools (total 11 schools) to clearly understand the tools and their application. Based on the prescribed sampling criteria, a baseline was conducted in 48 sample schools in Goa.

Data collection of this annual evaluation was completed during the month of February. Initial analysis of data is showing positive results for the learning outcomes as seen in Figure 3 below. Final analysis of this study is in progress and soon the report will be completed and shared with all the concerned stakeholders for future action.

Study 1 Learning Outcome



Learning Outcomes

LO1: Demonstrate self-awareness and application of self-management skills for personal well-being and effectiveness

LO2: Demonstrate independent thinking

LO3: Demonstrate responsible decision-making

LO4: Demonstrate skills to critically reflect on issues concerning self, others and the world at large, and develop innovative solutions to problems and challenges

LO5: Demonstrate recognition and appreciation of diversity

LO6: Demonstrate interpersonal skills to build and maintain positive relationships based on mutual respect

LO7: Demonstrate care for others

LO8: Contribute to the well-being of others in the family, school and local community

Figure 3

MULYAVARDHAN BEYOND THE CLASSROOM

SMF met with some parents of children from the Government Primary and Middle School Hasapur, Pernem, Goa, to talk about any behaviour changes at home. These are some examples of changes in children beyond the classroom:

Pooja **BEFORE MULYAVARDHAN**

One mother shared that Pooja did not listen to her instructions about keeping the uniform, books, etc., in their proper places. After coming back from school she used to throw her bag anywhere in the house, her footwear was left in such fashion that the pair would never be seen together, she would not change from her school uniform into home clothes; washing hands, cleaning her face and mouth was out of the question. All she wanted to do was to eat and play. At the time of going to school, the girl used to throw tantrums because she did not want to go to school.

Pooja **AFTER MULYAVARDHAN**

Pooja's mother was surprised to see that now her daughter gets up early in the morning, brushes her teeth without repeated instructions, takes a bath, puts on her uniform and then goes to her mother with comb and oil to put her hair in braids and then marches to school. Nobody has to tell her or force her to go to school. After coming back from school, she keeps her footwear lined up against the wall, the bag has a place on a chair and she quickly changes from the uniform to another dress, washes her hands, feet and face and then only asks for food.

Manisha **BEFORE MULYAVARDHAN**

Another parent told us that before Mulyavardhan classes her daughter, Manisha had negative thoughts about doing household chores. She was never ready to help her mother for even small household chores like preparations before having food, e.g., setting plates, bowls, glasses and cleaning them with a cloth, taking water in a jug from the earthen pot, etc., She was also reluctant to go to school and refused to do the day to day routine activities properly. Her mother had to force her to get ready and go to school and similarly after coming back from school she would behave irresponsibly.

Manisha **AFTER MULYAVARDHAN**

Manisha, who used to be reluctant to do household chores, now is diligent in doing them. Her mother said, "One fine morning, I got up and I was surprised to see my daughter sweeping the backyard of our home in the morning. Now she does it daily without being told and also helps me in other household jobs. She listens carefully to me when I explain to her how to do something and then follows properly. She also asks me whether she did it properly and where else I require her help. All these household chores don't stop her from attending school; she has become enthusiastic about attending school and she actively participates in class".

Suraj **BEFORE MULYAVARDHAN**

Suraj's mother told us about his behaviour prior to Mulyavardhan. He was not interested in going to school. He was not able to adjust to the class. He was averse to studies and could not find any reason to go to school because whatever was happening there was something he did not want to do. Everyday his mother had to struggle with him to send him to school. Most of the times she managed to send him to school but there were times when she lost the battle and he enjoyed his stay at home. His mother used to worry about her son's future.

Suraj **AFTER MULYAVARDHAN**

Suraj, who was not interested in attending school, now comes to school regularly and that too all by himself. His mother narrated that when Mulyavardhan classes started, he told her that he liked those classes. Slowly he started taking more interest in sports and now he is preparing for the inter-school level sports competitions. With these developments he is doing well in studies also. Earlier he was not interested in studies. Although his focus is more towards sports but now he tries to balance studies and sports. Teachers are also happy about his development.

BACKGROUND AND OBJECTIVES

The Mulyavardhan (MV) program first started reaching out to students in Goa in 2016. After the GoG approved the program and assumed its ownership, it was implemented in government-owned primary schools across 12 talukas (tehsils) of the state. In April 2017, Shri Manohar Parrikar, the Hon'ble Chief Minister of Goa, conducted an in-depth review of the program implementation. In light of the encouraging feedback from the schools where MV had been implemented during the first year, i.e., 2016-17, the Chief Minister of Goa recommended an intensive and focused intervention in the areas of sanitation and waste management—a pressing need in contemporary India that also aligns to the objectives of the Swachh Bharat Abhiyan (Swachh Bharat Mission) launched by the Government of India in 2014. He recommended a similar thrust to traffic awareness and road safety. He requested SMF to take the lead in development of curriculum and assured full support for the same. Accordingly, SMF, with the help of Desh Apnayen Foundation state level experts and teachers, developed supportive curriculum for the MV-ECE program. This curriculum was tried and tested in selected schools during the development process. The curriculum was mapped with existing textbooks. This curriculum is being implemented in designated value education periods in addition to subject teaching. This bolstered, topical curriculum is now being offered in its pilot stage to 108 primary and secondary schools in Goa.

Through its program content and style of implementation, the MV-ECE program aspires to stir up the following palpable changes in students, teachers, parents, and the broader schooling context:

1. To raise awareness of the problems pertaining to hygiene, sanitation, waste management, traffic awareness and road safety at the school- and community level and recommend potential solutions for each
2. To motivate students and schools to become agents of change and usher in constructive and sustainable changes in the identified areas
3. To contribute toward nation-building by introducing meaningful practices, systems, policies and processes to resolve the identified problems
4. To strengthen governmental policies through innovative methods and ideal, context-based models
5. To follow through on the practices, cultures and systems and become imitable role-models for others

ECE PROGRAMME COVERAGE

| MV-ECE Pilot Program (June 2018 to March 2019) | | |
|--|----------------|----------------|
| Type of School | No. of Schools | Total Students |
| Primary | 52 | 2425 |
| Secondary | 27 | 8668 |
| Secondary Aided | 29 | 15257 |
| Total | 108 | 26350 |



CAPACITY BUILDING AND IMPLEMENTATION

In the academic year 2018-19, HMs of the 108 ECE schools were given an orientation to the programme. SMF team conducted 3 day training for selected resource teachers, 2 from each primary school and 4 from each secondary school at the SCERT, Porvorim. These resource teachers trained all the other teachers in their respective schools.

During this period all content for ECE books was finalised and 45,800 books were printed by September 2018.

| S.no. | Program Activities | Expected participants | Attended participants | % of attendance |
|-------|--|-----------------------|-----------------------|-----------------|
| 1 | Training for secondary Teacher's (KS2 & KS3) | 224 | 224 | 100 |
| 2 | Training for Primary teacher's (KS1) | 58 | 58 | 100 |

ECE IMPLEMENTATION AND MONITORING



SMF deployed a dedicated team to extend technical support for programme implementation in schools. They are expected to visit the schools at regular intervals to understand the progress and extend technical support to teachers to ensure quality. Further, they are also expected to extend the support to teachers to overcome the academic issues or problems being faced during implementation of ECE.

Dr. Hedgewar High School conducted an awareness drive on Traffic Awareness and Road Safety in the community. Students went door to door with the sheet of road signs to explain about the importance of reading road signs and observing them strictly.



Exceptionally Creative Learning Traffic Signs, GHS Paddi

Located almost near the border of Goa, GPS Collem is in Dharbondara taluka. This school teacher takes great initiatives in conducting creative activities for students. During festivals children are not only taught the importance of valuing diversity but also are encouraged and engaged in preparing such resourceful articles.



In GPS Collem, students were encouraged to make best use of the resources available with them in October 2018

In Dyanprasarak High School, Rakhi was celebrated in the school with the use of Rakhi's made of waste material. Students from 5th to 9th participated in this activity to make beautiful rakhi's. The students were also motivated to prepare placards and posters for the rally on 'Plastic Ban' in Mapusa Market. They also distributed paper bags.



Dnyanprasarak High School (Rakhi making best out of waste) (Aug 18)

FUTURE PLANS

- Provide intensive handholding support to the schools with an aim to implement the program more effectively.
- Revise the ECE curriculum/activities after meaningful feedback from teachers/schools and experts.
- Develop E-Learning modules and test them in the field with an aim to reduce the printing of the books.
- Finalize the strategy to implement the ECE program in all schools in the 2019-20 academic year.

ECE CASE STORIES



Student Darsh Salgaonkar

Personal Hygiene Practices: Impact on Parents: Class IV: Key Stage 1:

In January this year a student created a remarkable impact on his mother's life. The teacher of class IV in the primary school, Kirlawada, Tiswadi taught her students on oral hygiene and asked them to learn the rules to maintain oral hygiene. One of the students, named Darsh Salgaonkar became a little thoughtful while trying to memorise the rules for oral hygiene. He went home and told his mother what he had learnt in school. His mother is a widow and a daily wage earner. She has the habit of chewing tobacco. But she did not seem so interested in what her child was telling her. This child became very emotional, he didn't even eat anything for 2-3 days and with anxiety he told his mother to stop chewing tobacco because it causes cancer and he might lose her forever. This brought tears in his mother's eyes as she experienced the concern and care her child had for her. She later promised him never to chew tobacco any more.



Laxmi Salgaonkar mother of Darsh Salgaonkar

Paper, cloth bags distributed to vendors at Valpoi weekly bazaar

ABDULLA KHAN | HT



A student Faiza Khan giving away paper bags to a vegetable vendor at the weekly market, Valpoi

NT NETWORK

VALPOI

In a bid to support Valpoi Municipal Council's plastic ban, students of Unity High School, Valpoi distributed paper and cloth bags to vendors doing business during the weekly bazaar.

"The students created awareness on plastic-free life as they distributed paper bags," said a teacher Shadab Shaikh, who was accompanied by Nawaz Karol, Samreen Khan, Fahad Shaikh and Ajit Gaonkar.

The students, who had prepared bags from old

newspapers, distributed them to vendors on Tuesday. "The banners and placards held by the students were much appreciated by the common people," added Ajit Gaonkar.

During vacations, the students had prepared more than 500 paper bags and around 300 cloth bags.

"VMC has implemented a ban on the use of plastic bags. We reached each and every vendor, shopkeeper and offered them paper and cloth bags. All people appreciated and assured us that they will not use plastic bags," said a student Faiza Khan.



Traffic police officers are providing demonstration on the road signs to the students by visiting the respective schools



Students are conducting sanitation drive in the community

BACKGROUND OF ARCHDIOCESAN BOARD OF EDUCATION

The Archdiocesan Board of Education (ABE) is an umbrella organization that promotes the apostolate of education in the Archdiocese of Goa. It is the largest educational body in the state of Goa and caters to over one lakh and seventeen thousand students. It is supported by 5,600 dedicated staff members, officiating in one hundred and seventy-four institutions.

ABE institutions cater to children of all faiths, striving towards their all-round development and growth. For the poor and underprivileged children of society, we have the option of providing free education to ensure their attendance. It is our endeavour to build good humanitarian values, based on the values of the Indian Constitution.

ABE conducts various orientations and training programs for the enrichment and motivation of the teachers. This helps

keep them updated with the syllabi, teaching strategies and student needs. Annually, we organise a grand state-level function to felicitate the staff members who complete 30 years of service and thank them for their dedicated services.

We collaborate actively with the Department of Education and other regulatory bodies.

The Governing Council of the ABE meets every month to review the progress of the institutions and take decisions for growth and improvement. The General Body meets twice a year to disseminate information and encourage all stakeholders toward common goals and efficient functioning of the institutions.

The Shantilal Muttha Foundation has a long and fruitful association with the ABE and has been implementing the Mulyavardhan programme in our primary schools since 2017.

SMF AND ABE'S COLLABORATION

In 2009, during the initial piloting of Mulyavardhan in the Beed district of Maharashtra, top officials from ABE visited the Marathi programme and observed the implementation of the programme. Impressed by the programme, they expressed keen interest in implementing Mulyavardhan in their schools, once it became available in English.

In November 2016, senior officials of the ABE met with SMF to discuss the details pertaining to the implementation of Mulyavardhan in 120 ABE-affiliated primary schools. It was decided to conduct a one-month pilot for Mulyavardhan

in early 2017, to be followed by full implementation of the programme in the 2017-2018 academic year.

The successful implementation of MV in 29 schools in 2017-2018 led to the scale up of the programme to another 49 ABE schools in the 2018-2019 academic year. In June 2018 training of teachers from the new 49 schools was completed in eight sessions of Mulyavardhan workshops. Mulyavardhan coverage in ABE schools by the end of the last academic year is indicated in the table below.

| Year | Schools | Teachers | Students |
|--------------|---------------------------|------------|--------------|
| 2016-2017 | 30 (pilot with 1 teacher) | 30 | - |
| 2017-2018 | 29 | 231 | 8656 |
| 2018-2019 | 49 | 285 | 12744 |
| TOTAL | 78 | 515 | 21400 |



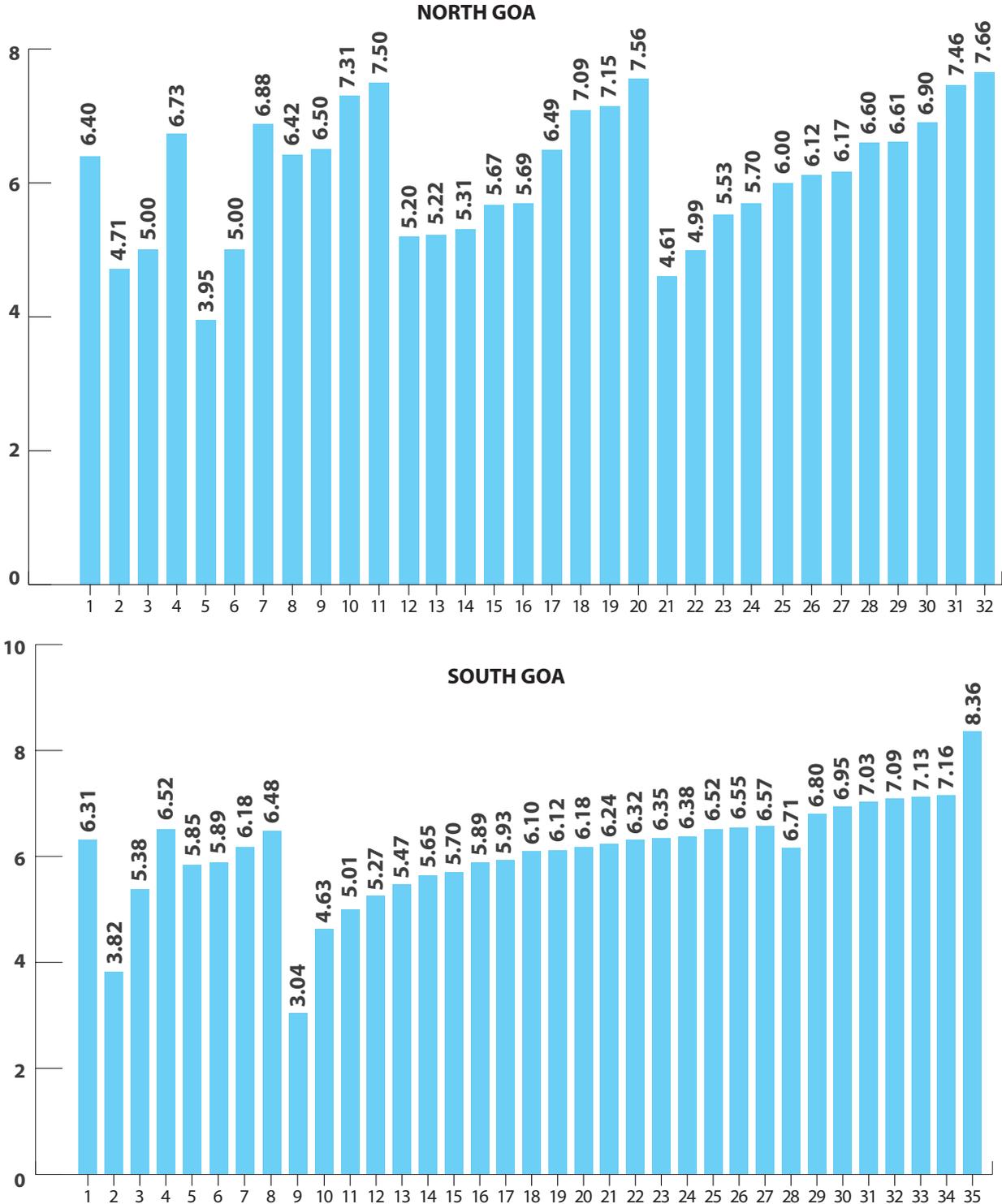
Mr. Shantilal Muttha, Founder, SMF; Sister Jasmine, Secretary ABE; Father Zeferino, Secretary DSE at the welcoming ceremony of MV training in Goa.

CLASSROOM OBSERVATIONS

Mulyavardhan classroom observations for the 2018-2019 academic year were conducted between October and February 2019. Based on 343 classroom observations (roughly 2 teachers per school each time), results have been

very encouraging. Barring 7 schools, (4 in the North and 3 in the South) we have witnessed an impressive rate of overall above average (above 5) performance.

ABE SCHOOL OVERALL PERFORMANCE



Similarly, data on performance based on each parameter and indicator highlights the overall successful implementation of Mulyavardhan. More work is required for indicators 2 and 4 which will be our focus for the 2019-20 academic year.

Next year we will also initiate peer to peer classroom observations through MV mentor teachers. During the

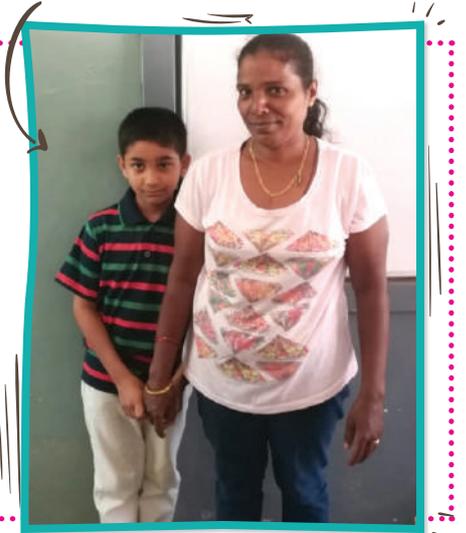
observations we identified 72 teachers in 43 out of the 78 schools who have excelled in implementing Mulyavardhan and can be mentors for their colleagues. With these mentors, schools can further enhance their implementation of the MV programme and SMF team can focus on the schools that require more support and do not have an Mulyavardhan mentor teacher.

CAJETAN LEARNS TO MANAGE ANGER

Our Lady of Perpetual Succor, Cortalim, Goa

Cajetan sits in the front row of his fourth standard class and is always lost in thought. He has a shy smile and a small frame, but it seems like there is heavy machinery at work in his mind, churning out ideas and thoughts that he wants to express. His epiphanies are visible; he raises his eyebrows, straightens his posture, and raises his pencil in the air before it lands on page in his notebook.

In an early morning Mulyavardhan class, the teacher, Gauri, is conducting an activity on teamwork. She asks the students to read the story about a cricket match in their groups and write down how many runs each player scored. The class of nearly forty students is simmering with discussion. Cajetan is focused on the story, following along as another student reads it aloud to the group. Then they all start listing out the players and how many runs each scored. Cajetan points to different sentences in the story and shares his responses. He speaks softly, but he is animated and involved.



In the primary school age, children are rapidly changing and growing, psychologically, physically, and emotionally. Mulyavardhan's role in this age group is to provide a space for them to express just a sample of the whirlwind of thoughts in their minds. Of the hundreds of thousands of students with "MV" written in their timetables, many have been unconsciously affected by it and have grown from it, even in the smallest of ways.

Cajetan is one such boy who has been positively impacted by Mulyavardhan. He wasn't always so expressive, involved, and cooperative, as he was in the anecdote above about the cricket match.

"He used to have a stammering problem and wasn't comfortable talking to anyone," says Gauri. He went to speech therapy from the 1st to 3rd standard. His inability to express himself, along with his experience with an unpleasant teacher in the 2nd standard made Cajetan an angry child who lashed out at other students. He preferred isolation because he was misunderstood and self-conscious about his stammering.

"He used to get so angry! Always saying 'No! I don't want to!' at home, whenever I used to ask him to do something," says his mother.

But he has changed a lot in the last two years and Mulyavardhan has played a part in his growth. He no longer goes to speech therapy, as he is now able to speak properly.

This change is huge in the eyes of his teachers and his parents. However, his anger is still evident and he still has some shyness leftover from his days of being hesitant in expressing himself. Gauri is giving him opportunities to develop his self-confidence and teaching him how to manage his anger, by often giving him individual attention, even in her large class of 46 students.

The Mulyavardhan classroom has especially become a space for her to address these issues. Collaboration and

self-expression are important pillars in the Mulyavardhan curriculum. Through group work and think-pair-share, Cajetan has a chance to develop social skills and stand up in front of the class to share his thoughts.

"He really enjoys discussing the day's topic in his group. Sometimes he gets really excited and hyper so I have to tell him 'Cool down!' He used to be shy to come in front of the class, but now I always encourage him to share. He feels really happy when he shares."

"Mulyavardhan gives students a lot of chances to speak up and share. He became more confident over the year and used to be happy to share. He became friendlier with other students. He liked group work and other student supported him." says Sheila.

"They clap for him when he stands up to share." says Gauri.

When he was asked if he has friends now, he gave an enthusiastic "Yes!"

"Yes, that Supriya is your friend, right?" asks Gauri, with a smile, teasing him. He looks down at his feet and shakes his head, turning red like a tomato.

Mulyavardhan games help Gauri address Cajetan's anger.

"He's not so angry anymore, but he still needs to cool down sometimes," says Sheila, his 3rd standard teacher. 3rd standard was his first year with MV and she was able to witness how he became stronger as the year progressed.

"In Mulyavardhan, one lesson was especially helpful. One day we played a game and Cajetan lost. He was upset and angry and didn't want to play any more games. So I told the class that 'Whenever you are angry, you must calm down and say sorry if you hurt someone.'

The next day they played another game and Cajetan lost again.

“Are you angry, Cajetan?” asked the teacher. The other classmates intervened and told her that Cajetan didn’t argue or fight with them.

“No, I cool down,” he responded and he also said sorry to one of his classmates, which he is doing more frequently.

Cajetan is a boy who needs reinforcement to flourish. His peers are supportive and they encourage him to play with them. Gauri is also a great guide for him.

“I talk to him like I’m his mother. He has had strict teachers

before and he even bit one! He needs a lot of attention so I try to involve him as much as I can. Even the parents are seeing the difference at home.”

The Mulyavardhan curriculum has had a small role in Cajetan’s growth, but the teachers at Our Lady of Perpetual Succor School conduct activities consistently. They give students ample time and space to express and work in pairs and groups. However, the teachers are worried for Cajetan because next year, each subject will have a different teacher. They wonder if he will receive the kind of attention and understanding that he is receiving now.

MULYAVARDHAN AND TEJA’S TEACHING STYLE

St Francis Xavier High School, Siolim, Goa

“I lend my ears to them and that’s why my students come to talk to me.”

Teja was a part of Mulyavardhan’s pilot program in the ABE and DSE schools in Goa, and she has nearly three years of experience in implementation. She believes that her teaching style has changed significantly from a teacher-centric style to a student-centric one in these three years, as she was able to see the positive impact that the program’s strategies have had on the students as young as 1st standard. Teja has true dedication to her work, as she becomes emotional and ardent when she discusses her hopes for her students. She enthusiastically credits Mulyavardhan to have played a part in her journey as a teacher, primarily in her teaching methods and in her relationship with her students.

When I first heard of Mulyavardhan, I thought it would be some basic course on duty training. And then the training itself was so lively and so enthusiastic...That was the start. That only gave me the spark and Mulyavardhan is something different from the other trainings. Then we were told to start the activities. I also discussed with my teachers. And then they were also trained. We started implementing MV...In the [beginning], I was doubtful. Would the children understand? We are never allowed to take our children out. [We] only [take them out] for assemblies. Mulyavardhan is something out of the book for children, so they keep waiting for MV. We had written “MV” on the schedule, and they thought it was “Movie”! But they thought this was the period that something exciting was going to happen. In MV, they were able to come out of their benches. They could express, at least to their partners, if not in group. They could raise their points of view. Their individuality was recognized...[t]he activities are such that they’re involved in [them].



Mulyavardhan has challenged her notion of what it means to be an academic teacher. In the beginning, she used to “just finish the [class].” But Teja has observed that Mulyavardhan strategies, primarily cooperative learning structures, are applicable in all classes.

...In the play-way method, they learn a lot of things. This gave me a very good scope for the other subjects as well. I could use similar methods, like in language subjects. Children from other states come and Konkani becomes very difficult for them. So I introduced some of the basic game way methods for them, like picking up chits, [and]...pair work..., so that they could learn... Now I’m more activity-based. In Konkani, I find poems. We talk more, so that students can pick up the language faster.

The Mulyavardhan curriculum is not only for the students to enjoy while they're learning, but it's also a way to ease the burden of teaching in the teachers; it is not only about joyful learning, but joyful teaching as well! The traditional teaching style puts all the pressure on the teacher, who lectures through the day, while the child is expected to sit silently and listen. This often leads to teacher burnout, characterized by severe exhaustion and stress, and teaching becomes boring and monotonous. Teja has found the program's activities and pedagogy to be revitalizing.



We all know that teaching is very hectic. Somewhere we are just exhausted and if somewhere we just pick up some game or some activity, it really boosts our energy. It is kind of stress-relieving. Sometimes you don't know what to do! But Mulyavardhan is there for you! There are extra activities in it, like free time activities which we can do with the children.

Allowing children to express and enjoying the process of doing so has allowed Teja to better understand her students. This is one of the ultimate aims of the program. Child-centric teaching strengthens the relationship between teacher and student; the child comes to school, therefore, eager to spend time in the classroom.

First, I didn't have a connection with the [children]. I was a subject teacher. Then I became a class teacher and soon I began MV. There I got a chance to go into the depths of each child, good and bad, [and understand] whatever the child is facing. Each child is different. This is the change I saw in me, to go to each student and teach... [A]t interval, you'll never see me alone. I finish my tiffin either before or after the recess because in recess, I am occupied with the children. Everyone wants to come to talk! And the other teachers ask "Why are they coming to you?" Children have so many issues in life that they cannot tell to everybody. And not many people have time to listen. I lend my ears to them and that's why my students come to talk to me!

A child with special needs now prefers spending time in her class instead of alone in the resource room.

...[T]here is a child who is really special, I feel that he is autistic. We have shifted him to the resource room. Initially he was not willing to come to school. But later...I gave him a chance to sing a poem...[N]ow he can remember the whole poem. Now that he knows that teacher will give him a chance to stand at the front of the room, he wants to come to school, and only to my class. He doesn't want to go to the resource room anymore. I am influenced by Mulyavardhan, so my approach has changed, so I could cater to the child differently.

The impact of the program pedagogy on Teja's teaching has made her feel that the students are learning better than before. The third stage of Mulyavardhan, after the classroom activities and the "Whole School Approach" with the stakeholders in school management, is the integration of the program into academic subjects. Teja has already begun to do so, by reflecting and experimenting on her methods to ensure that students gain the most that they can in their time in the classroom.

MULYVARDHAN - VIDYA BHARTI

Vidya Bharati Schools were the first schools in Goa to implement Mulyavardhan. In January 2015 a team from Vidya Bharati visited Beed (Maharashtra) to understand the implementation of Mulyavardhan within the school system. Following the visit SMF and Vidyabharati signed an MoU to launch Mulyavardhan in 15 schools in the 2015-16

academic year.

During the 2015-16 academic year 15 Vidyabharati schools were covered with 52 teachers trained reaching 1507 students. With the introduction of Standard 5 books 12 standard 5 teachers were trained increasing the student reach to 1887.

| Type of School | Medium | No. of Schools | No. of Teachers | No. of Students |
|--------------------------------|---------|----------------|-----------------|-----------------|
| Vidyabharati Schools Class 1-4 | Marathi | 15 | 52 | 1507 |
| Vidyabharati Schools Class 5 | English | 9 | 12 | 380 |
| Total | | 24 | 64 | 1887 |

Through regular monitoring and handholding teacher support was provided for the smooth implementation of the programme. As and when necessary refresher trainings were scheduled to further strengthen teachers. Teacher forums were also organized to provide a platform for sharing experiences and best practices.

During the 2018-2019 academic year a Whole School Approach (WSA) workshop was conducted for 19 Headmasters and Head Teachers. The first main focus of these workshops is to encourage participatory decision-

making. This approach was well received because school programme planning and implementation was done collaboratively with the teachers, co-teachers, parents, children and PTA members.

Since the third phase of Mulyavardhan is integration of the programme into the scholastic subjects, a small pilot was conducted in 5 schools with selected EVS and Marathi teachers. The results of this pilot are promising but more work needs to be done on this integration process.



Technical Partner



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