

2018-19



MULYAVARDHAN
A VALUE-BASED EDUCATION PROGRAMME
FOR PRIMARY SCHOOLS





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BACKGROUND

The Constitution of India envisions citizens who follow a democratic way of life, based on the values of justice, liberty, equality and fraternity. All Curriculum frameworks, National as well as State, and the RTE Act emphasize that the primary goal of school education is enabling children to develop a commitment to Constitutional values. Acknowledging this responsibility, respective state governments are making various efforts, Constitutional values have been woven into the objectives of the curriculum and learning outcomes of the syllabus. Constitutional values are also embedded in text book lessons. Teachers and schools also undertake efforts in this regard, through subject-matter teaching and co-curricular activities. However, despite all these efforts, there is a need felt for a planned and systematic effort to help school-going children imbibe Constitutional values.

Responding to this need, Shri Shantilal Muttha, a social entrepreneur from Pune, developed and successfully implemented a value-education programme, 'Mulyavardhan' (MV), in around 500 Zilla Parishad primary schools of Beed district Maharashtra, covering nearly 30,000 students. After reviewing this programme and its framework, the Government of Maharashtra (GoM) and Government of Goa (GoG) decided to implement Mulyavardhan programme in their Government primary schools and signed an MoU with Shantilal Muttha Foundation (SMF) in November, 2015 and August 2017 respectively.

EVOLUTION OF MULYAVARDHAN

Shri Shantilal Muttha put forth the concept of 'Mulyavardhan' in 2009 and with the permission of Beed Zilla Parishad, the programme was initiated in Marathi-medium primary schools of Ashti and Patoda talukas of the district. The programme was assessed by experts from Cambridge University Technical Services, UK, and Oregon University, USA. Mulyavardhan was also reviewed by NCERT. Based on the suggestions of these experts, and feedback from stakeholders, along with a review of national and international policies and practices of value education, Mulyavardhan's framework was revised in 2015.



AIM

Enable schools to provide child-friendly and value-based education to nurture caring, responsible, productive and democratic citizens

Mulyavardhan is an activity-based programme that encompasses the following three dimensions of values



SALIENT FEATURES

01

Based on the Constitution of India, Right to Education Act, 2009, and Maharashtra State Primary School Curriculum 2012

02

Well-defined conceptual and programmatic framework for students to imbibe democratic values and related attitudes and competencies in an enabling school climate

03

Based on a learner-centric and whole-school approach to education for values

04

Flexible and implementable across school contexts, according to the needs, priorities and resources of schools

MULYAVARDHAN VALUES

Constitutional Values

(Justice, Liberty, Equality and Fraternity)

Values and attitudes in school education context

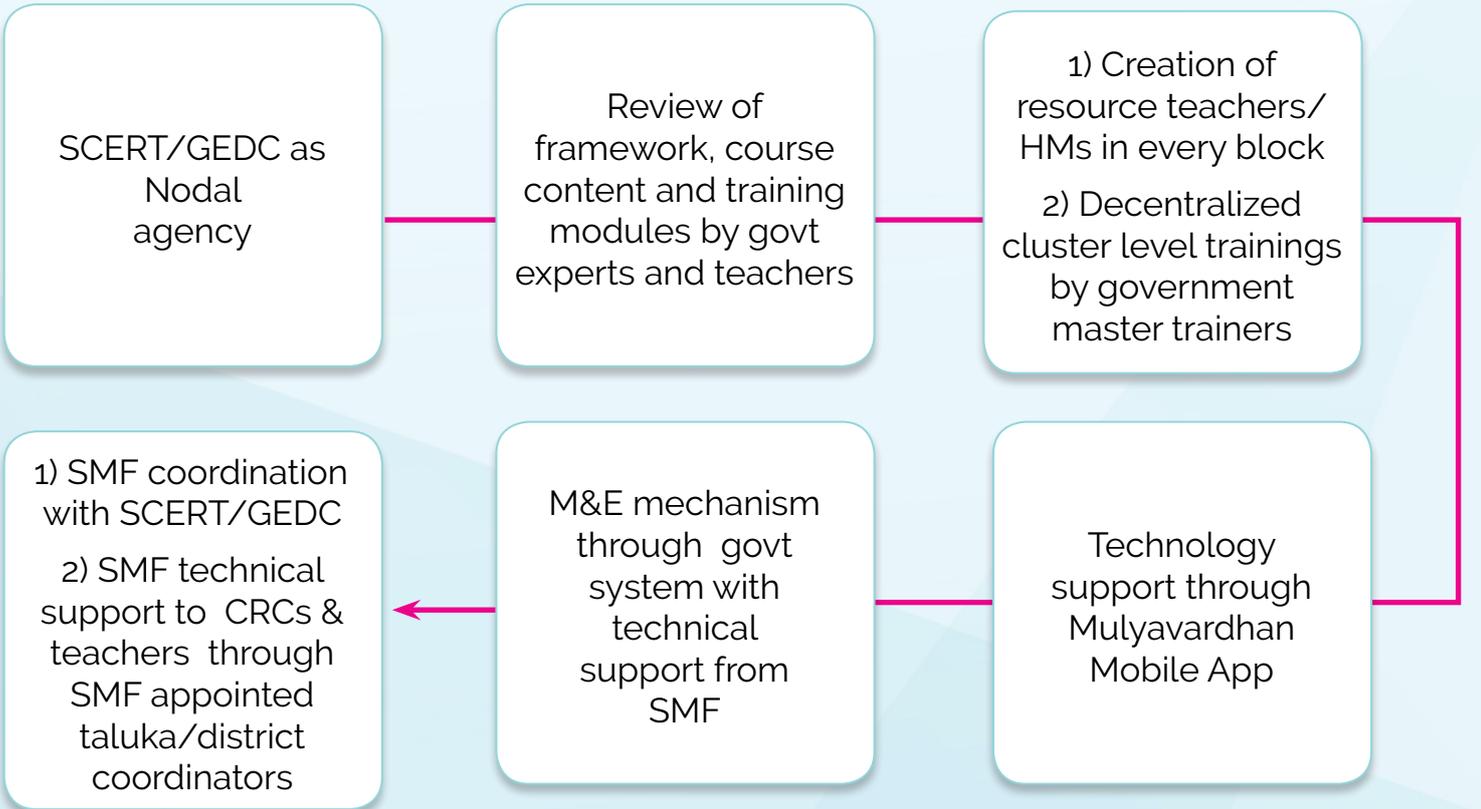
(Respect for Human Dignity, Autonomy, Responsibility, Critical & Creative Thinking, Valuing Diversity, Harmonious Living, Concern for Others, Active Contribution)

Related Competencies

(Self-awareness, Self-management, Social awareness, Relationship skills, Responsible decision making)



MULYAVARDHAN OPERATIONAL STRATEGY



CAPACITY BUILDING STRATEGY

S. No.	Particulars	Trainers	Trainees	Duration	Objectives
1	Mulyavardhan Teacher workshop- Taluka level	SMF Training team from Head office and previous year's Govt. MV master trainer/Prerak	Two selected teachers and CRC of each cluster in a project taluka	4 days	<ul style="list-style-type: none"> To train teachers and CRCs on MV concepts, content and pedagogy To develop MV Prerak (MV resource teacher) groups at cluster as well as taluka level. Practice implementation for two months
2	Mulyavardhan Teachers Classroom practice-School level		Mulyavardhan teachers with support from CRCs, BRPs and DIECPD	2 months	<ul style="list-style-type: none"> To gain hands-on practical experience on MV concepts and pedagogic practices
3	Mulyavardhan Prerak workshop- Taluka level	SMF Training team from Head office and previous year's Govt. MV master trainer/Prerak	All the teachers and CRCs (MV Preraks) trained in 4 day classroom training	2 days	<ul style="list-style-type: none"> To train MV Preraks as trainers
4	Cluster level MV teacher workshop	MV Cluster level Preraks	All Govt. primary school teachers in the cluster	4 days	<ul style="list-style-type: none"> To train teachers and CRCs on MV concepts, content and pedagogy (To be conducted in two phases to avoid interruption in school functionality) To train teachers to use mobile app and provide necessary information

COVERAGE

Mulyavardhan - Maharashtra						
Year	Districts	Blocks	Clusters	Schools	Primary Students (Class 1-4)	Primary Teachers
2016 - 17	34	35	63	724	30000	2000
2017 - 18	35	107	1618	18572	933671	50887
2018 - 19	36	356		40231	2265249	115146
Marathi	35	215	3163	37508	2019948	105709
Urdu	34	295	1267	2510	193028	8148
English	11	40	138	213	52273	1289
2019 - 20	36	408	5578	67000	4400000	195000

Mulyavardhan - Goa					
Year	Districts	Blocks	Schools	Primary Students (Class 1-4)	Primary Teachers
2016 - 17	2	12	191	10297	200
2017 - 18	2	12	781	22056	1711
2018 - 19	2	12	781	22056	1711

Mulyavardhan –Private Schools			
	2016-17	2017-18	2018-19
Vidyabharti- Goa	20 schools, 70 teachers, 1500 students	20 schools, 70 teachers, 1500 students	20 schools, 70 teachers, 1500 students
Archdiocese board of education (ABE)- Goa	30 schools, 30 teachers, 8656 students	30 schools, 231 teachers, 8656 students	80 Schools, 578 teacher, 21400 students

Presently Mulyavardhan is being implemented by GoG in all Govt. Primary schools across Goa. Further, GoG has decided to expand Mulyavardhan upto std. 10 by including Sanitation & Hygiene, Waste management and Traffic awareness components to it as special focus areas. GoM has decided to expand Mulyavardhan program to all the primary schools, including Marathi, English, Urdu and Hindi mediums, by the year 2019-20. To meet the needs of other mediums, Mulyavardhan literature is being prepared in Gujarati, Kannada and Telugu language.

MONITORING & EVALUATION

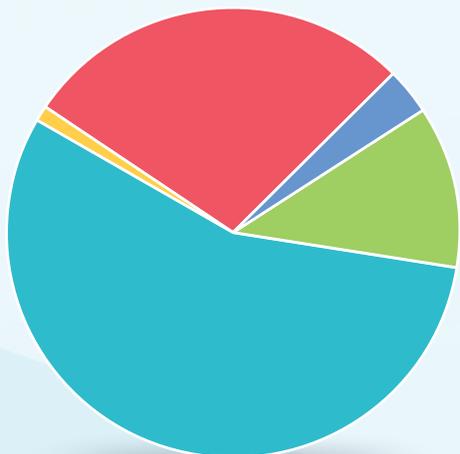
The tools to monitor expected outcomes and study programme impact have been based on the following pre-determined outcomes:

Expected School Level Outcomes	Expected Student level outcomes
<ul style="list-style-type: none"> • Schools demonstrate value-based school leadership and provide a safe and non-threatening, inclusive, just and equitable environment. • Classrooms provide a safe, caring and child-centric environment and demonstrate practices supportive of value-related competency development . • Students demonstrate social-emotional skills and attitudes required for becoming productive, responsible citizens 	<ul style="list-style-type: none"> • Students demonstrate self-awareness and application of self-management skills for personal well-being and effectiveness. • Students demonstrate independent thinking. • Students demonstrate responsible decision-making. • Students demonstrate skills to critically reflect on issues concerning self, others and the world at large, and develop innovative solutions to problems and challenges. • Students demonstrate recognition and appreciation of diversity. • Students demonstrate interpersonal skills to build and maintain positive relationships based on mutual respect. • Students demonstrate care for others. • Students contribute to the well-being of others in the family, school and local community.

PROGRESS, FEEDBACK AND IMPACT

Mulyavardhan Teacher Training coverage - Maharashtra			
	2016 - 17	2017 - 18	2018 - 19
Government Master Trainer - Marathi	63	4110	3863
Primary Teacher Trained - Marathi	2000	41872	43971
Government Master trainer- Urdu	-	-	173
Primary Teacher Trained - Urdu	-	-	6041
Government Master Trainer - English	-	-	31
Primary Teacher Trained - English	-	-	763

TRAINING FEEDBACK

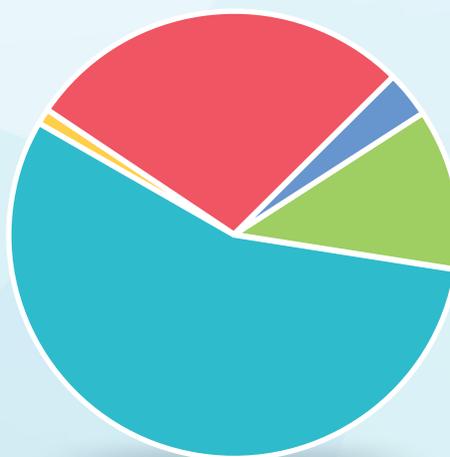


MV Preraks response on cluster level training readiness

- Will need a little support ==>> 1.96%
- Will require some practice ==>> 10.47%
- Feel well prepared ==>> 59.38%
- Concept not clear ==>> 0.16%
- Feel very well prepared ==>> 28.02 %

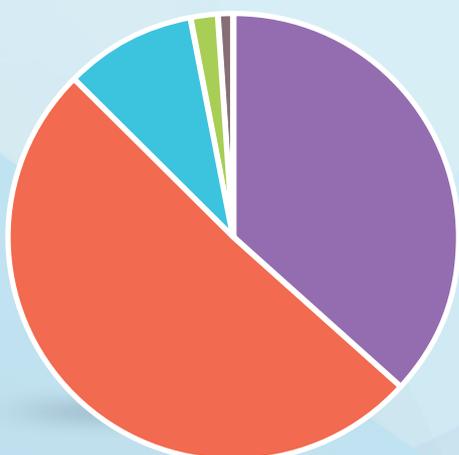
MV trainer confidence on their ability to explain the content and concept

- Will need a little support ==>> 1.96%
- Will require some practice ==>> 10.47%
- Feel well prepared ==>> 59.38%
- Concept not clear ==>> 0.16%
- Feel very well prepared ==>> 28.02 %



Teachers response on Govt. Master trainers skills and ability to deliver Mulyavardhan training at cluster level

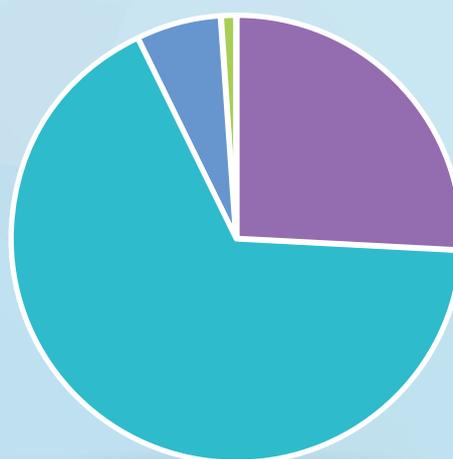
- Outstanding ==>> 37.82%
- Very good ==>> 51.88%
- Satisfactory ==>> 9.78%
- Needs improvement ==>> 0.44 %
- Very poor ==>> 0.08%



Using classroom management techniques

Task Answer 19

- Feel very well prepared ==>> 25.86%
- Feel well prepared ==>> 67.19%
- Will require some practice ==>> 6.05%
- Will need a little support ==>> 0.07%
- Concept not clear



PROGRAM MONITORING

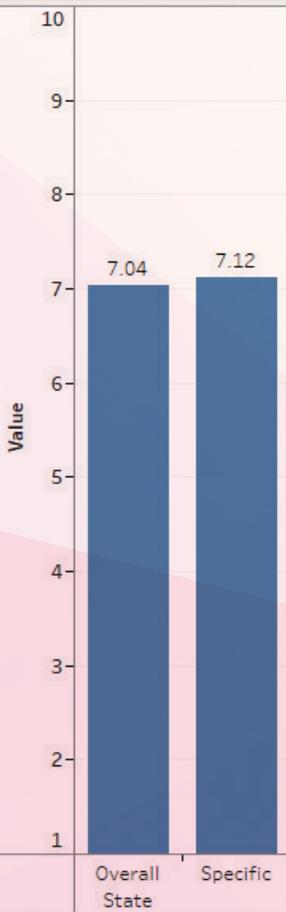
Class room observations conducted		
Region	2017-18 (Jan to Mar)	2018-19 (Apr-Dec)
Maharashtra	5700	25782
Goa		867

CLASSROOM OBSERVATION OUTCOMES MAHARASHTRA:

State	Maharashtra	District	All	Taluka	All	Cluster	All
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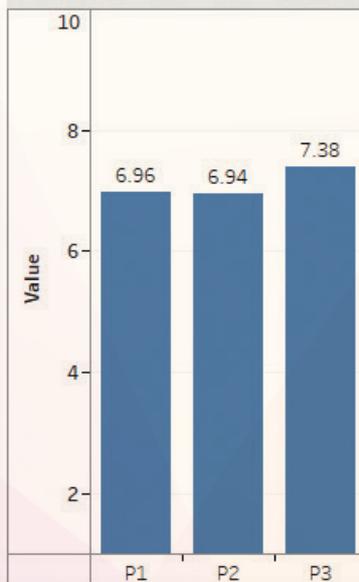
01-Jun-18 to 31-Dec-18

Overall

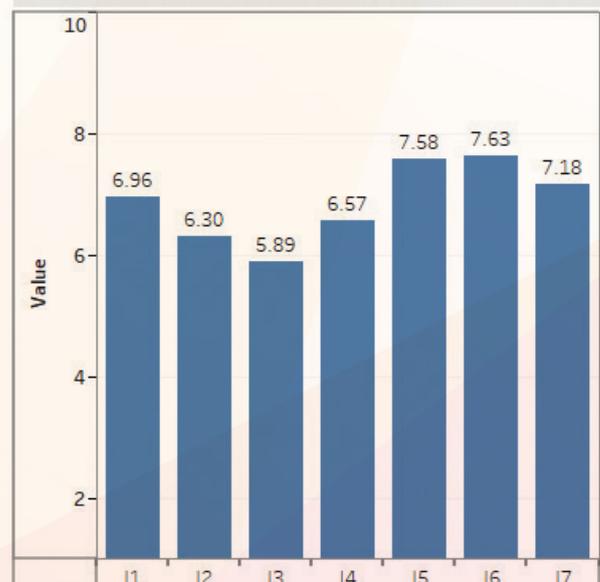


No of Observation
• 25,782

Parameter wise



Indicator 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 behaviour
- P3 Classrooms demonstrate social awareness and exhibit constructive, non-discriminatory and inclusive environment
- 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 behaviour and decision-making and also models responsible behaviour
- I5 Students exhibit responsible behaviour 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

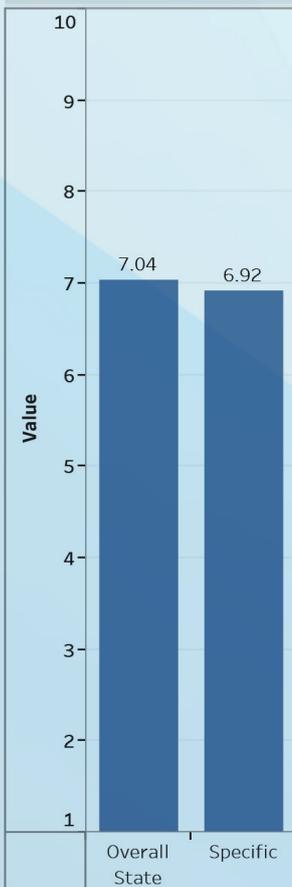


CLASSROOM OBSERVATIONS- MV-GOG

State Goa District All Taluka All Cluster All

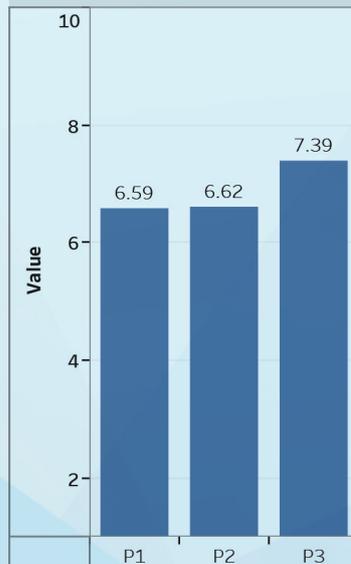
01-Jun-18 to 31-Dec-18

Overall

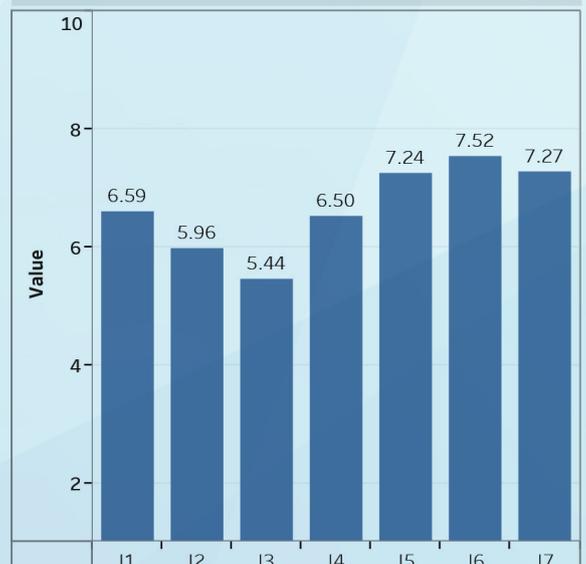


No of Observation
• 867.0

Parameter wise

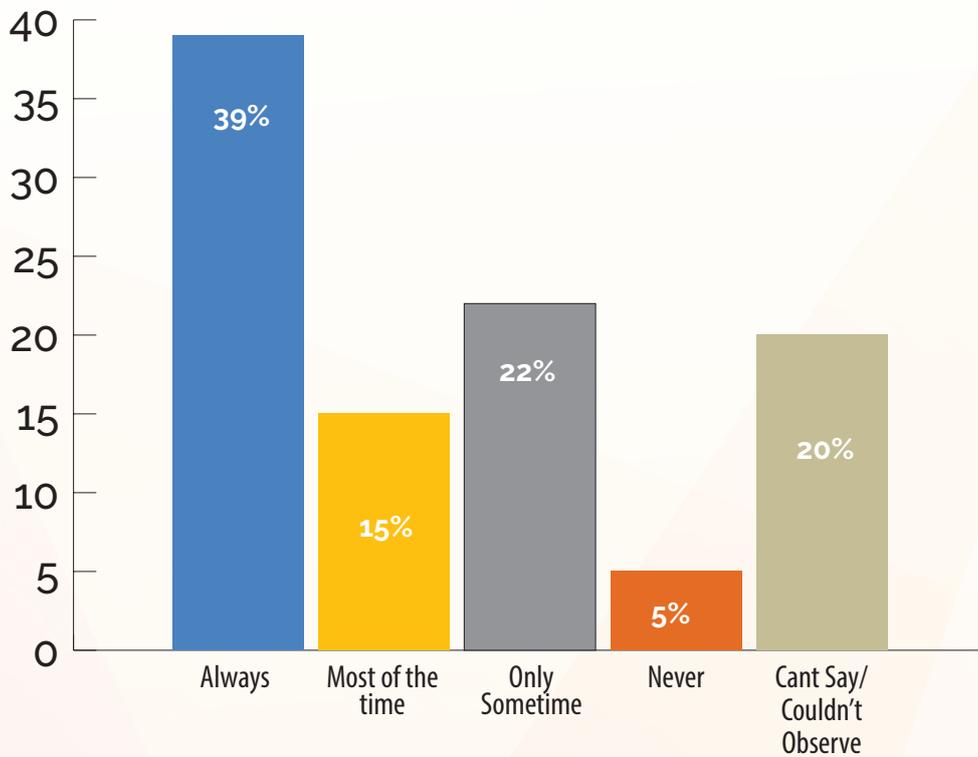


Indicator Wise

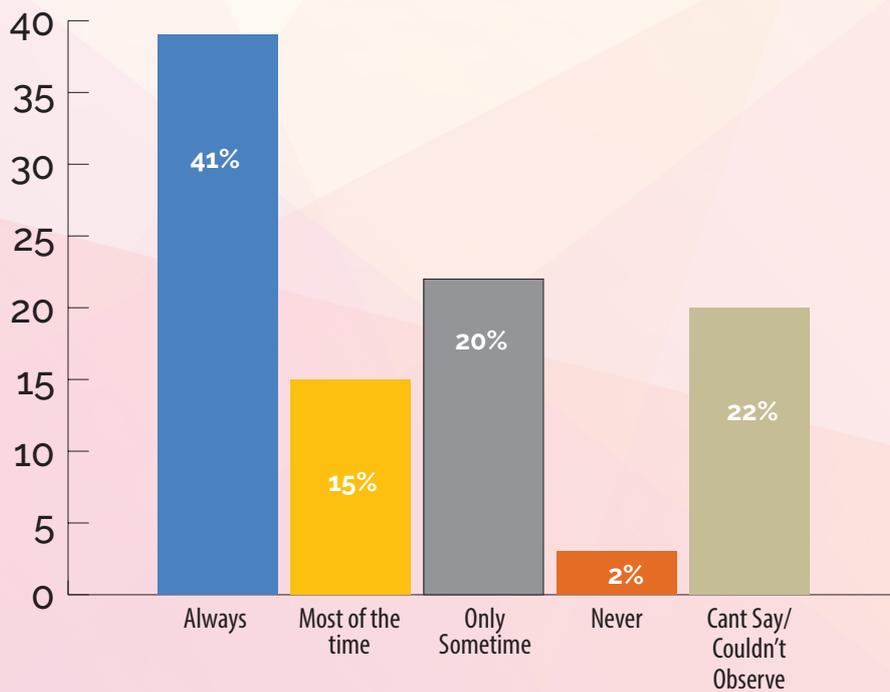


- P1 Teachers demonstrate sound understanding of course content and use child-centred pedagogy
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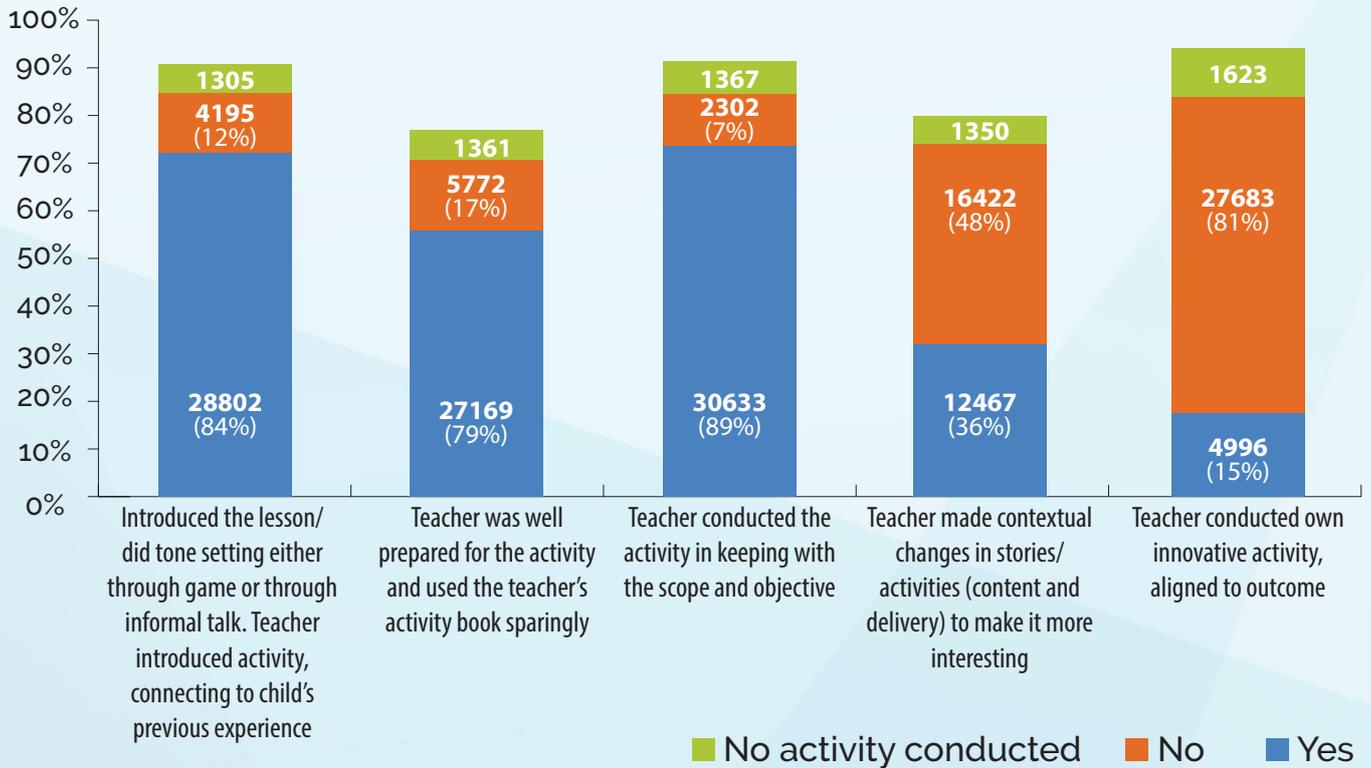
MV Indicator — Adoption of non-discriminatory practices in the classroom and school- GoM



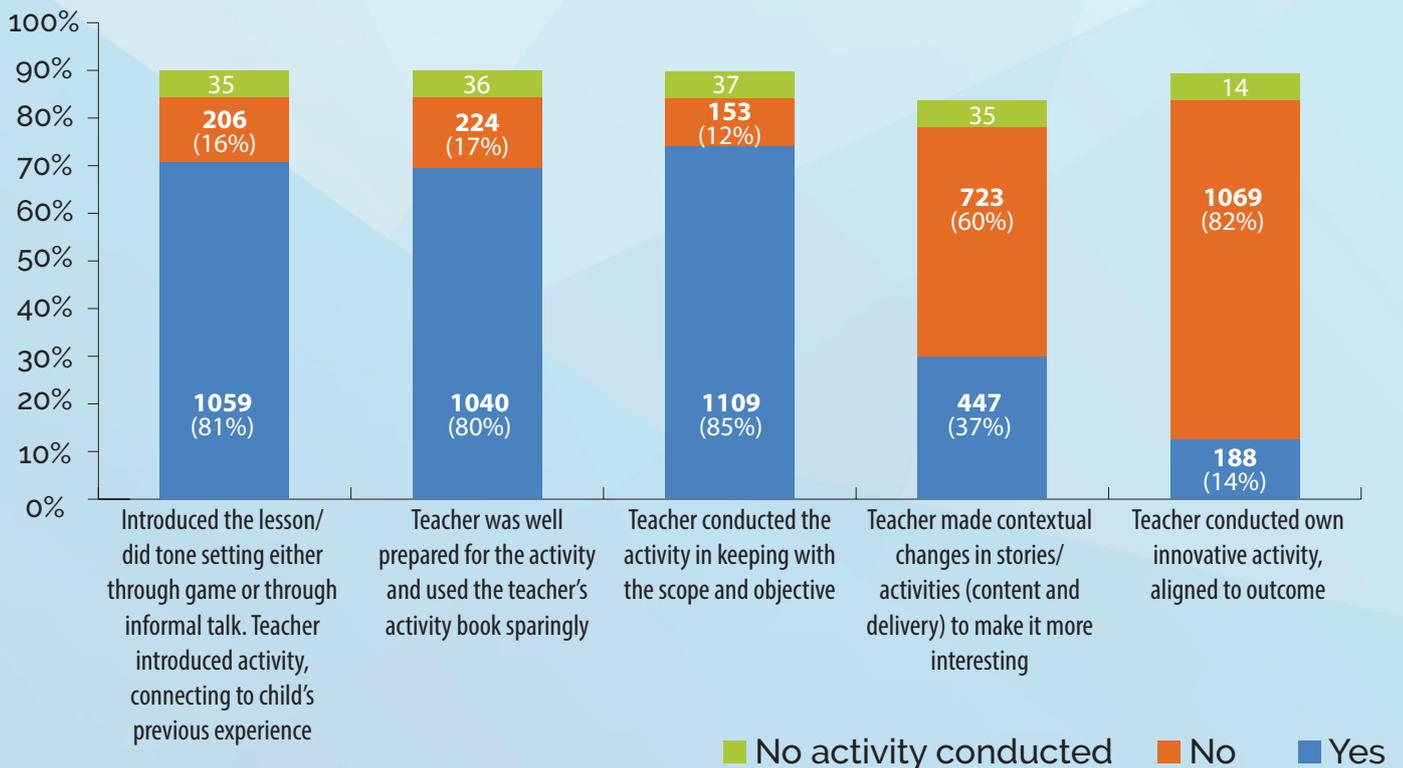
MV Indicator — Adoption of non-discriminatory practices in the classroom and school- GoG



Implementation of MV Activities by Teacher- Change in teaching learning process-GoM

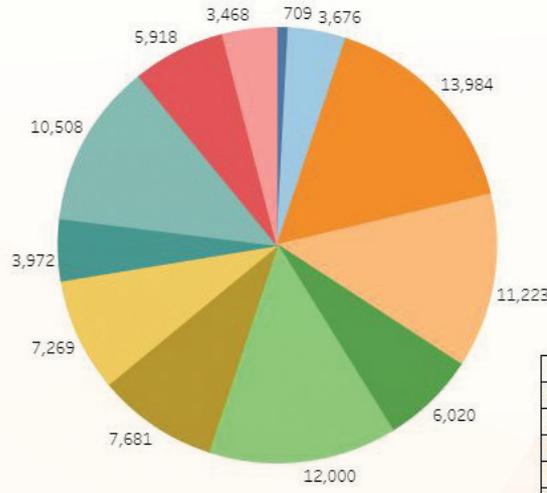


Implementation of MV Activities by Teacher- Change in teaching learning process-GoG



ब).iv. मूल्यवर्धन राबवीत असताना शिक्षकांना आलेले चांगले अनुभव कोणते?

State: Maharashtra, District: (All), Taluka: (All), Cluster: (All), Created Date: 01-Jun-18 to 31-Dec-18, No of Feedback: 28,850

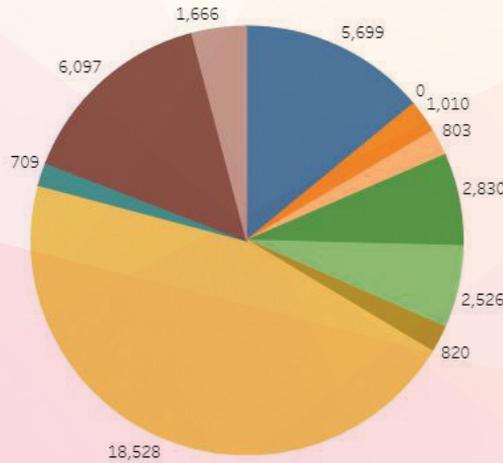


- Measure Names
- इतर असल्यास सांगावे
 - इतर विषय- अध्यापन: MV पद्धतीचा वापर
 - मुलांचा सहभाग वाढला
 - विद्यार्थी - विद्यार्थी संबंध चांगले
 - विद्यार्थी: MV मूल्ये व कौशल्ये वाढणे
 - विद्यार्थी: आत्मविश्वास वाढणे
 - विद्यार्थी: स्वयंप्रेरणा वाढणे
 - विद्यार्थींची उपस्थिती वाढली
 - शाळेमध्ये पालकांचा सहभाग वाढला
 - शिक्षक- विद्यार्थी संबंध चांगले
 - शिक्षक-शिक्षक संबंध चांगले
 - शिक्षक: स्वयंप्रेरणा वाढणे

इतर असल्यास सांगावे	709
इतर विषय- अध्यापन: MV पद्धतीचा वापर	3,676
मुलांचा सहभाग वाढला	13,984
विद्यार्थी - विद्यार्थी संबंध चांगले	11,223
विद्यार्थी: MV मूल्ये व कौशल्ये वाढणे	6,020
विद्यार्थी: आत्मविश्वास वाढणे	12,000
विद्यार्थी: स्वयंप्रेरणा वाढणे	7,681
विद्यार्थींची उपस्थिती वाढली	7,269
शाळेमध्ये पालकांचा सहभाग वाढला	3,972
शिक्षक- विद्यार्थी संबंध चांगले	10,508
शिक्षक-शिक्षक संबंध चांगले	5,918
शिक्षक: स्वयंप्रेरणा वाढणे	3,468

ब).vi-ब. मूल्यवर्धन उपक्रम घेत असताना कोणत्या अडचणी येतात ?

State: Maharashtra, District: (All), Taluka: (All), Cluster: (All), Created Date: 01-Jun-18 to 31-Dec-18, No of Feedback: 28,850



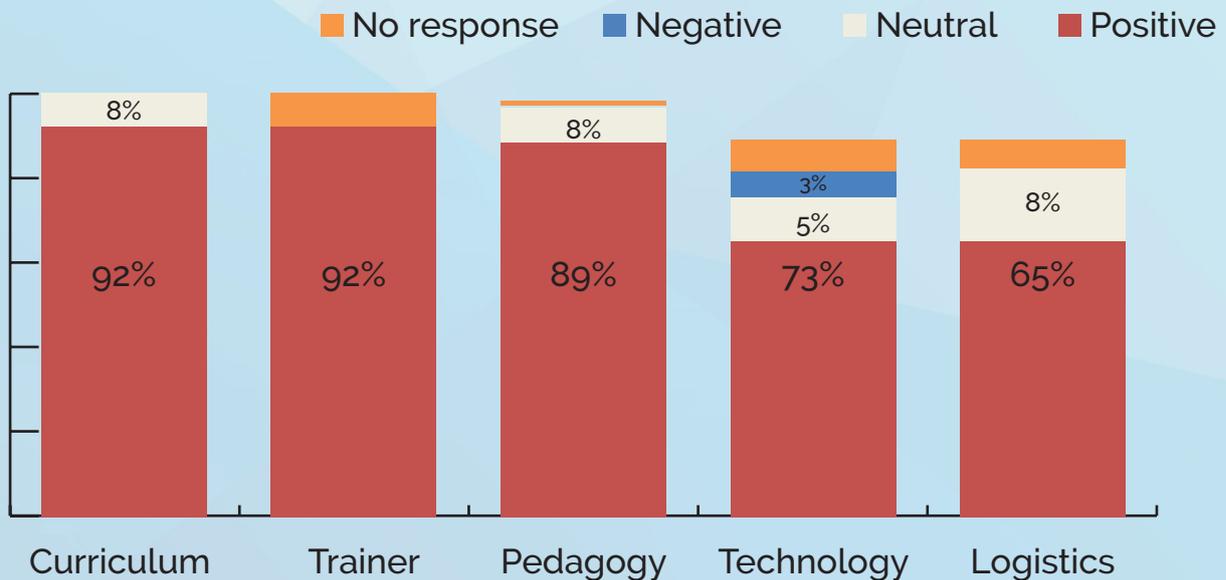
1. MV अभ्यासक्रम पूर्ण करणे- वेळेचा अभाव	5,699
2. उपक्रम उद्दिष्ट व अध्ययन निष्पत्ती जोडण्यासाठी	0
3. उपक्रम घेण्याच्या कौशल्याबाबत	1,010
4. उपक्रम- उद्दिष्ट- निष्पत्ती जोडणे	803
5. नवीन उपक्रमांची निमित्ती	2,830
6. विद्यार्थी संख्या अनुकूल नाही-वर्गरचना/उपक्रमात बदल	2,526
7. विद्यार्थ्यांचा सहभाग	820
8. विशेष अडचण नाही	18,528
9. विषय वस्तु/संकल्पना याबद्दल समज	709
10. वेळेचा अभाव	6,097
11. स्थानिक परिस्थितीनुसार: उपक्रम बदल	1,666

- 1. MV अभ्यासक्रम पूर्ण करणे- वेळेचा अभाव
- 2. उपक्रम उद्दिष्ट व अध्ययन निष्पत्ती जोडण्यासाठी
- 3. उपक्रम घेण्याच्या कौशल्याबाबत
- 4. उपक्रम- उद्दिष्ट- निष्पत्ती जोडणे
- 5. नवीन उपक्रमांची निमित्ती
- 6. विद्यार्थी संख्या अनुकूल नाही-वर्गरचना/उपक्रमात बदल
- 7. विद्यार्थ्यांचा सहभाग
- 8. विशेष अडचण नाही
- 9. विषय वस्तु/संकल्पना याबद्दल समज
- 10. वेळेचा अभाव
- 11. स्थानिक परिस्थितीनुसार: उपक्रम बदल



Third party assessment on training by (Arête Advisors) :

1. Program has been well received by various stakeholders; implementation in schools in accordance with the guidelines
 - a. On review of the various aspects of MV training with 37 teachers, it showed that-
 - i. 92% of the teachers thought that MV's curriculum and trainer are very good
 - ii. Most expressed their positive views on MV's distinguishing Pedagogy, while some believed there was some scope of improvement in technology and logistics



b. Comments by teachers

“

“The **curriculum is very clear and precise**. The modules and activities are very well defined, make the students aware of various aspects such as self, others, interaction with others, society and their interactions with the society.”

- Teacher, Dhamangaon

”

“

“The **trainer was very knowledgeable** and made the training very engaging. He was very open to feedback and gave the various teachers ample opportunity to speak and raise doubts. Patiently clarified them as well”

- Teacher, Vidgaon

”

“

“The best part about MV is the pedagogy. Earlier we used to just explain the values to the kids and ask them to behave in a certain manner. However, in MV, the students derive the various values themselves through different activities. The learning in this manner is better and induces a change in behaviour.”

- Teacher, Pimpalgaon

”

c. Feedback by other stakeholders

”

“The entire **program has been thought out very well**, not just in terms of the curriculum and pedagogy, but also execution. Putting a Taluka Co-ordinator has made our lives so much easier. We have no bandwidth because there are so many programs; we have no time at all to focus. The program would have died otherwise.”

- BEO, Jalgaon

“

”

“The **response to MV has been great**. The teachers have taken up the program as their own. In fact, some of the teachers had lost interest completely in teaching. But MV has helped to change that. Even the kids are very excited and participate in all the activities.”

- Extension Officer, Katoli

“

“I have been associated with the program since 2016, when it was launched in one of the clusters. The **response to the program has been so great, from parents to students alike**. In fact whenever there is a PTM, the parents always talk about how the program has brought a behavioural change in their kids. I have no doubt it is due to MV. I will be retiring this year and plan to join the program full-time.”

- CRC, Sirsoli

“The best part about the program is that **everyone is willing to take ownership for the program** because the program is so great. I have been associated with MV as a TC since 2015 and it has been the same story, be it Beed or Jalgaon. Whenever I go for a school visit, teachers are so enthusiastic to share stories about the various session that they take as part of MV. Many of them have even written articles about it.”

- SMF Taluka Co-ordinators, Jalgaon

“Visiting the schools and **observing the change in behaviour of the students** is the best part. Now they think of the teachers as their friend and guide and are not scared to approach them in case they have any issues, even personal ones.”

- SMF Taluka Co-ordinators, Maval



VOICES FROM THE FIELD/TESTIMONIALS



"Self confidence of students is increasing because of MV"

-NS Katere (Teacher - ZPPS - Tanutola - Gondia dist)



"Students are coming on time to school because of MV activities"

-(ZPPS, Malinagar, Sangli dist)



"One of the children with special needs started opening up and was able to participate in the discussions through MV activities."

-Ms. VidyaShinde (Teacher, ZPPS, Moregaon, Ahmednagar dist)



BEO, CRC, HM AND SMC TALK ABOUT MV



SMC president, ZPPS Nandini, dist. Nagpur :

'MV programme is very much needed for schools. SMC would like to support school in conducting this programme'.



Panchayatsamithi - Jalagaon - BEO - Kalpana Chavad:

'Mulyavardhan programme is a good initiative. Hence, I assure my support for the implementation of MV'



HM (Dr. Vijay kumar, Gadchiroli dist):

'Students are getting attracted to school because of MV activities'



HM BhimraoKarme , ZPPS Jogna, Gadchiroli dist.

'MV is a future need. The implementation of programme is being done in a systematic way'

NARRATIVES OF POSITIVE IMPACT FROM THE FIELD

1. Trupti Todkar, ZP Primary school Lohgaon, Taluka Haveli, Pune.

Our initial resistance to training in Mulyavardhan soon changed to enthusiasm when we saw the respectful, committed, observant, honest and soft spoken trainers of Shantilal Muttha Foundation. Moreover we realized that all these years we had neglected this duty of a teacher, that of inculcating values. When I started implementing Mulyavardhan in my school, I had varied experiences. A majority of the children in my school come from a centre for disadvantaged children, called 'Nihar'; they come from broken homes, single parents and sex workers. Since they didn't have a conducive home environment, it was an uphill task for them to internalize the values that they were being exposed to through the programme. Gradually, they have started to distinguish between proper and improper behavior, they express themselves fearlessly, live in harmony with others, and show concern for others through the smallest of incidents.

I feel really good about my efforts now because they are bearing fruit, and in fact I feel that my own children at home do not have the benefit of these experiences.

2. Rupali Desai, Teacher, Government Primary School Senarbhati, Goa

The teacher Rupali Desai took the children of class three through the activity titled "healthy habits". In the group discussion that ensued among groups of children, it emerged that chewing tobacco is an unhealthy habit that leads to cancer. On hearing this, one girl student Anisa Bahadur started weeping. When asked why she was crying, she revealed her fear that her father consumes Gutkha daily and he may suffer from Cancer. Her teacher consoled her and asked her to speak to

her father. She did that and she is happy to report that her father stopped consuming gutkha.

3. Mr. Suresh Tayde, ZP Primary School Teacher Chinchkhed, Taluka Malkapur, Buldhana

When we first attended the Mulyavardhan training, I was skeptical, because I felt that we teachers already impart values on various occasions in the school; so what's new? But as we acquainted ourselves with the activities, I realized that it was different. Previously we used to go hoarse when trying to get students' attention in the assembly. But with the help of the quiet signal, we achieve this instantly, without a word being said. Students have started taking care of their belongings and keeping them neat and tidy. Through the activity of "getting to know our neighbours", children have become acquainted with their neighbours, and strengthened the bonds. Previously they ignored their neighbours, now they run chores for them. Neighbours and parents noted these changes and started enquiring about it with the teachers. The children who used to be averse to school, are happy to come to school now, and are more engaged. Children's fear of teachers is gone, and therefore their studies have improved. Children have drawn up class rules themselves, and are vigilant towards their compliance. Children come on time to school and keep the campus clean. Previously children used to plant saplings and look after them; but now they look after the saplings their friends have planted too. All these changes have come about because of the different activities conducted under Mulyavardhan – activities that stress the importance of cleanliness, self-discipline, cooperation, care for the environment and caring for others.

CASE STUDIES

Government Primary & Middle School Hasapur, Pernem, Goa

The Parents- Mulyavardhan started in this school in year 2016 for students of primary section. Teachers told us that there are changes in all students and for some of them the changes are very noticeable. To understand behavioural change in students it was important to talk to their parents and see whether they are also experiencing some changes in their child's behaviour at home.

We were able to meet parents of four students from the school whose homes are nearby. Their children are studying in class 3 and 4 in the school.

One of the mothers told us that earlier her daughter, 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.

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.

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.

The fourth parent told us about her daughter, Roshni who attended school regularly, but she remained silent most of the times, and did not participate in any of the activities. She kept to herself and it was difficult to understand whether she is doing fine, and whether she requires any help. Teachers were also not able to understand much about her. Everyone tried their best to make her talk and interact with fellow students and teachers, but there was no success. She used to talk to her mother, although she was not very talkative but at home she conversed with all the family members.

In year 2016 all parents were called to the school and Ms. Rajni Chodankar, a teacher trained in Mulyavardhan, explained the new programme to them in detail. They said that as parents they liked the concept and were ready to extend their support. At that time they did not think much about it, and got busy with their own work and daily routine activities. The children also did not tell anything much about the happenings in the school. The

parents forgot about it thinking that it was just another activity in school. Then gradually they started noticing some changes in their children.

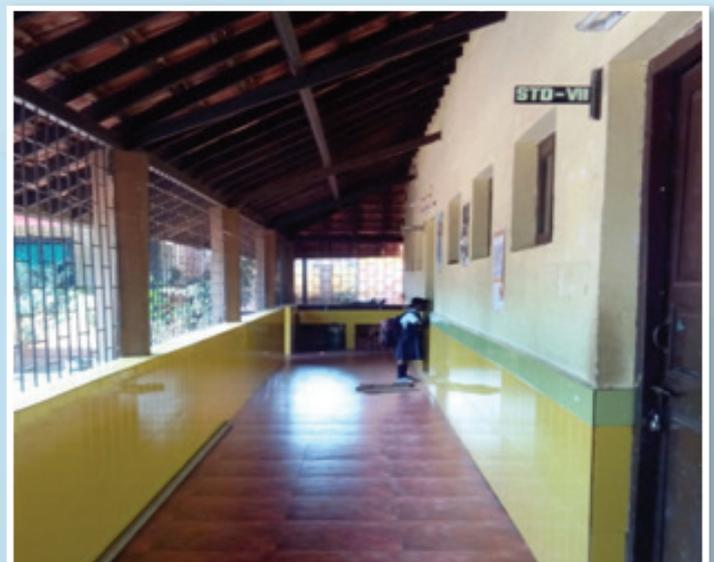
Pooja's mother was surprised to see that now her daughter gets up early in the morning, brushes her teeth without repeated instructions, takes a bath, puts on her uniform and then goes to her mother with comb and oil to put her hair in braids and then marches to school. Nobody has to tell her or force 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, who used to be reluctant to do household chores, now is diligent in doing them. Her mothersaid, "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, 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.

Roshni, the silent girl now has a changed personality. We interacted with all the class three and class fourth students and asked them to introduce themselves to us and everyone did it, so we did not find any girl who was not able to talk about herself. We found the girl after asking teachers. Now the girl does not shy away from anything, she answers questions not only in Mulyavardhan class but in other classes also. Her mother says that Roshni talks about Mulyavardhan and that she enjoys those classes and she had to speak in those classes, which she liked and this gave her the courage to speak in other classes also.





The Students – We observed all children enjoying and participating in Mulyavardhan class. They read a story from the book. The story was about a granddaughter teaching computer to her grandfather. After learning to use the computer, the grandfather expressed his thankfulness towards his granddaughter. This showed them that everyone should give respect to each other, irrespective of age.

On asking them whether they played Holi, which was celebrated few days ago, most of them said yes. But one girl emphatically said no. On further probing the students

said that they like colours, they enjoy playing with friends. The girl said she doesn't like playing Holi, the reason she gave was that if the colour enters eyes it hurts a lot and therefore she avoids playing Holi. On her statement others also agreed and said that they need to be careful while playing but should not stop playing. Mulyavardhan taught students to have opinions and to express them without any hesitation or peer pressure. This small incident also showed others respecting the girl's opinion and taking the decision that they would be more careful with colours in the future.









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