

Vedanta Sanskarshala

A supported curriculum for wellness, values and practical conduct

Founder ambition: age-wise learning across Classes 1–12

Mind / Body / RelCom: relationships and communication / Civic / Vedanta Sanskars

Develop a defined age-band package: complete units, teacher preparation, adult support and a fair test of added learning.

Respect for elders, gratitude, truthfulness, kindness and responsible practice. Culturally suitable greetings with dignified alternatives.

Body retains food, drinking water, movement and dance, sleep and rest, hygiene, and optional age-appropriate yoga.

Starting grades, Maharashtra sites and medium remain unconfirmed. This is a development proposal.

Five areas: published results and limits

Different outcomes and units. These findings cannot form one wellness score.

Area and outcome	Estimate, 95% confidence interval	Evidence scope
Mind: reduction in emotional distress	Benefit-coded g 0.140 [0.103, 0.177]	121 studies. Outcome pupil N unverified. [S1]
Body: moderate-to-vigorous activity	+0.73 minutes/day [0.16, 1.30]	33 studies, 20,614 pupils. Moderate certainty. [S4]
RelCom: peer relationships	g 0.222 [0.143, 0.301]	55 studies. Outcome pupil N unverified. [S1]
Civic: assessed pedestrian skills	SMD 0.31 [0.12, 0.50]	10 studies, 1,052 children. High-income settings. Skills, not road deaths. [S10]
Sanskars: broad character outcomes	g 0.24 [0.19, 0.28] Bias-adjusted 0.11 [0.06, 0.15]	214 studies. Review total 307,512 pupils. Overlap with social/emotional learning. [S12]

g and SMD express differences in outcome variation, not percentages. They do not predict Vedanta results.

Mind null: UK MYRIAD, mindfulness versus existing social/emotional teaching. Depression risk at one year SMD 0.005 [−0.05, 0.06], outcome N 7,238. Some secondary outcomes favoured control. [S2]

Character effects vary: prediction interval −0.22 to 0.69 includes adverse settings. No bowing, ritual or moral-worth validation. [S12]

Indian delivery lessons

SEHER tested additions to the Adolescence Education Programme (AEP)

Bihar SEHER: who delivered mattered

AEP plus dedicated lay counsellor:
+7.33 school-climate points [6.60, 8.06]

AEP plus existing teacher:
+0.29 points [−0.44, 1.02], no clear primary benefit

0–28 scale. Continuing delivery at 17 months.
74 schools. Endpoint survey N 15,232.
Brackets: 95% confidence intervals. [S3]

Mumbai: promotion included free soap

27% fewer illness-related absence episodes
[18% to 41% fewer]

1,680 five-year-olds, 70 low-income communities, 41 weeks. [S6]

Community intervention focused on five-year-olds.
Absence episodes, not absence days. Full tables remain unexamined.

Proposed service: adult rehearsal, protected response and supervision, coaching, cover for absence, usable facilities and measured workload.

These studies do not test Vedanta or establish that teachers generally fail. SEHER teacher secondary findings were mixed.

Maharashtra: existing provision is the comparator

UDISE+ 2024–25 counts describe the system, not a Vedanta cohort

Management	Schools	Enrolments
Government	64,884	5,108,544
Government aided	24,406	9,589,225

Government includes local bodies, state and central schools. Counts include foundational provision, not Classes 1–12 alone. [M1]

SHWP School Health and Wellness Programme: government/local-body and aided Classes 6–12. Health, relationships, values and safety. [M4]

Mulyavardhan Cooperative work, multilingual/multigrade activities, teacher rehearsal, assessment and implementation already appear. [M5]

Balbharati Class 4 Environmental Studies exemplars include responsibility, respectful conversation and group coordination. Actual school edition/use unconfirmed. [M6]

Fair comparison: current provision versus current provision plus one fixed, reviewed Vedanta package. Inspect what the school actually delivers.

What children and adults would do

Proposed English meaning draft for grade, language, access and educator review

1 Teacher models a request

Paper character Ria's pattern differs.

'Please show me where to begin.'

Adult: 'Would pointing help?'

A pause or another activity remains possible.

2 Child chooses and explains

'Please point. I will choose the piece.'

Partner replies. Learner checks: 'Do you mean this first place?'

Chooses a step and gives a reason in an accessible mode.

3 New task needs information

Sam and Isha have no title words.

Learner checks what is missing.

Possible request: 'Please give us the title words.'

A pattern correction cannot supply them.

4 Adult responds and records

Adult supplies accessible title words after the request.

Learner chooses a next step.

Record choice, cue and prior answer exposure.

No adult response? Fix the provision.

Respect and truthfulness in a separate found-item task: give a fact-linked account, listen to correction and choose a feasible return/help action. Greeting alternatives preserve dignity.

A fictional correct answer is practice evidence. It does not establish real distress coping, honest character or sustained transfer.

What a department could commission

A bounded development package with inspectable deliverables

Curriculum and localisation

A reviewed age progression and representative complete units across all five areas. Learner/teacher materials in agreed languages and accessible modes.

Adult delivery and support

Exact models, observed teacher rehearsal, protected duties, coaching/response route, cover, facilities and workload records.

Fair evaluation and costs

Independent comparison plan, feasibility records, full incremental cost report and an expand/revise/stop recommendation.

Acceptance asks: Can a child explain and apply the selected capability in a changed safe task? Can adults deliver it? Is added learning worth the workload and cost?

Agree schools, grades, term, languages, rights/licence, materials, support hours, record custody, review owners, payment and exit conditions.

Price, sites, staffing intensity and impact are unresolved. Six Body practices need distinct reviewed content and usable opportunities.

Development stages and decision gates

Stage	Evidence needed before the next commitment
Develop	Confirm grade/context and existing provision. Review progression and complete units. Cost materials and adult duties.
Adult rehearsal	Observe models, access options, response and supervision. Record preparation, lesson, reset and support minutes.
Feasibility	Observe usable practice, access, missing opportunities and workload. Six schools / about 360 pupils is a discussion assumption.
Fair comparison	Independent outcome, sample and analysis. Current provision plus fixed package versus current provision. Endpoint and post-support follow-up.
Expand, revise or stop	Apply pre-agreed benefit, cost, workload and access/safety criteria. Report null, adverse and failed-delivery findings.

Vishal: intention. Saake: product. Required academic, delivery and independent evaluation roles remain to be engaged.

Full costs: development/localisation, materials, adult time and cover, coaching/travel, support, safeguards, evaluation and overhead. Model no added effect and failed delivery.

No approved calendar, staff, price or effect forecast. The six-school feasibility assumption is not an adequate impact-trial design.

Decisions for Vishal and Saake today

First development context	Which grades, Maharashtra management/sites, teaching medium and home-language/access needs? Founder-school visit and state development site are separate.
Founder intention in practice	Which unit and child explanation/action best express the values? What should change in a second situation?
Academic and adult counterpart	Who will review local fit? Who can rehearse, supervise, respond, coach and cover? What school time is actually available?
Evidence and records	Who independently evaluates? Which added outcome matters? What benefit/workload/cost would justify expansion or trigger revision/stop?

Bring back actual textbook/edition and routine, timetable/support minutes, facility/access observations, and anonymised prior experiment/attendance records with definitions and dates.

Next output: confirmed context, complete units, an adult-support specification and a costed independent test plan.

Today can settle direction and development scope. Programme effectiveness and audience acceptance remain open.

MEETING-CARD, EVIDENCE-TO-PRODUCT. Published findings concern named programmes. Proposals require review.