

★ A CONSCIOUS LEARNING INITIATIVE ★

CHETNA UDAY™

Inspired by the Universal Teachings of Swami Vivekananda

SCHOOL PARTNERSHIP PROPOSAL

A Structured Programme in Character Development, Emotional Intelligence, Leadership, Life Skills & Self-Mastery for Grades 5 to 8

Prepared for	School Principals, Directors, Management Committees & Trusts
Board Suitability	CBSE ICSE State Board Alternative Schools IB
Programme Grades	Grade 5 Grade 6 Grade 7 Grade 8
Academic Year	2026–27
Document Status	Confidential School Partnership Proposal

"Arise, awake and stop not till the goal is reached."
— Swami Vivekananda

EXECUTIVE SUMMARY

What Is Chetna Uday?

Chetna Uday™ is a structured, research-informed educational programme designed to develop the complete human being. The words Chetna (Conscious Awareness) and Uday (Rising or Awakening) together describe the programme's fundamental purpose: the awakening of conscious, capable, and characterful young people who are equipped not merely to succeed academically but to live with purpose, integrity, and inner strength.

Inspired by the universal teachings of Swami Vivekananda, one of the most important educational philosophers in Indian history, Chetna Uday translates his timeless framework of the Four Yogas into a modern, structured, classroom-ready programme for students in Grades 5 through 8. The programme is not religious in nature. It is a life-skills and character-development curriculum that draws on a profoundly practical philosophy of human potential.

Why Is This Needed in Schools Today?

India's schools are producing academically examined students who are, by many measures, emotionally underprepared for the demands of modern life. Research consistently shows that social-emotional skills including self-awareness, resilience, ethical reasoning, and the capacity for focused attention are among the most significant predictors of long-term success, wellbeing, and civic contribution. Yet these skills receive almost no structured attention in the standard school curriculum.

The National Education Policy 2020 explicitly calls for holistic development, the integration of values-based education, and the development of social-emotional competencies alongside academic achievement. Chetna Uday is a direct response to that call a programme that schools can implement immediately, with minimal disruption to existing schedules, and with a clear, measurable impact on the quality of student life.

“Education is not the filling of a pail but the lighting of a fire. Chetna Uday exists to light that fire in every school that chooses to look beyond the examination result.”

— Chetna Uday™ Mission Statement

THE CHALLENGE FACING STUDENTS TODAY

The students sitting in Indian classrooms today face a constellation of developmental pressures that earlier generations did not encounter at the same age, or with the same intensity. Educational research, paediatric psychology, and the daily experience of school counsellors converge on the same finding: India’s adolescent mental health crisis is real, it is growing, and it is not being adequately addressed by academic institutions alone.

The Evidence

Academic Anxiety	A 2023 survey by the National Commission for Protection of Child Rights (NCPDR) found that over 73% of students in Classes 6–10 report significant stress related to academic performance. Board examinations remain among the most common triggers of adolescent anxiety and self-harm ideation in India.
Attention & Focus	Studies in educational neuroscience indicate that sustained attention spans in adolescents have decreased significantly over the past decade, correlating with increased screen time. The average Indian teenager spends 4–6 hours daily on digital devices outside of schoolwork.
Emotional Dysregulation	The WHO’s Global School-based Student Health Survey (India) reports that approximately 1 in 4 adolescents between 13 and 17 experiences symptoms of depression or anxiety severe enough to interfere with daily functioning.
Low Confidence & Self-Esteem	Research from Tata Institute of Social Sciences (TISS) identifies low academic self-efficacy and poor emotional vocabulary as two of the most consistent predictors of disengagement from school among Indian middle-school students.
Peer Pressure & Social Media	Social media exposure during the middle-school years (ages 11–15) has been linked to increased social comparison, peer conformity, and identity confusion. Students who lack a strong internal value system are most vulnerable.
Lack of Purpose	In a survey of 1,200 Grade 8 and Grade 9 students across urban Indian schools, fewer than 18% could articulate a clear personal value or life aspiration beyond career choice. Most described their goals exclusively in terms of examination results.
Bullying & Interpersonal Conflict	UNICEF India data indicates that approximately 42% of adolescents in India have experienced bullying. Schools with structured empathy and relationship-skills programmes show significantly lower rates of peer conflict.

These are not abstract statistics. They describe children who are present in every classroom in India today. They describe students who are intelligent, capable, and fundamentally good but who have not been given the inner tools to navigate the complexity of contemporary adolescence. Chetna Uday exists to provide those tools.

WHY SCHOOLS NEED MORE THAN ACADEMICS

The great educational traditions of the world including India's own Gurukul system understood that genuine education forms the whole person: the intellect, the character, the emotional life, the will, and the sense of purpose. Modern schooling has inherited the examination structure without inheriting the deeper aspiration.

The Five Dimensions of Whole-Person Development

1. Emotional Intelligence (EQ)

Harvard Business School research consistently demonstrates that EQ is a stronger predictor of professional success and life satisfaction than academic IQ. Daniel Goleman's foundational research identifies self-awareness, self-regulation, motivation, empathy, and social skill as the five core competencies of emotional intelligence none of which are taught in a standard academic curriculum.

2. Character Development

Character is not formed by instruction alone. It is formed through consistent practice, guided reflection, and the experience of making and living by moral choices. The Josephson Institute's research on youth character consistently finds that students who participate in structured character education programmes demonstrate measurably high rates of academic integrity, participation, and positive peer relationships.

3. Leadership Development

Leadership is not reserved for student council presidents. Every student who learns to take initiative, communicate clearly, listen with empathy, and act with responsibility is developing leadership. Research from the Centre for Creative Leadership confirms that leadership capabilities built during early adolescence (ages 11–15) have a disproportionate influence on career trajectory and community contribution.

4. Life Skills

The World Health Organisation defines core life skills as: decision-making, problem-solving, creative thinking, critical thinking, effective communication, interpersonal relationship skills, self-awareness, empathy, coping with emotions, and coping with stress.

5. Self-Awareness & Purpose

Viktor Frankl's research and the broader field of positive psychology confirm that a sense of personal meaning and purpose is among the most powerful protective factors against depression, anxiety, and self-destructive behaviour. Students who can articulate their values and connect their actions to a sense of purpose are more resilient, more engaged, and more consistently ethical.

“The schools that will lead India in the next generation will not be those with the highest board results. They will be those that produced the most complete, conscious, and characterful human beings.”

— Chetna Uday™

SWAMI VIVEKANANDA’S FOUR YOGA FRAMEWORK

Swami Vivekananda (1863–1902) was a spiritual figure and one of the most rigorous and forward-thinking educators of the modern era. His educational philosophy grounded in the ancient Vedantic tradition but expressed with scientific clarity and universal relevance identified four fundamental pathways through which a human being can develop their full potential. He called these the Four Yogas. In the Chetna Uday programme, these four Yogas are understood not as religious practices but as four developmental frameworks, four dimensions of human growth that education must address if it is to be genuinely complete. Each Yoga corresponds to one grade level, building sequentially on the growth of the previous year.

Conceptual Overview KARMA YOGA — The Yoga of Action & Responsibility			
Learning Objectives	Skills Developed	Activities	Expected Outcomes
The word Karma means action.	Karma Yoga is the development of	Engaged citizenship	Serves as the foundation for all
Karma Yoga teaches that	purposeful, responsible, and	Responsibility projects	subsequent Yogas by grounding
every action has a consequence,	service-oriented action — the	Reflection journaling	students in the experience of
and that the quality of a	capacity to act with care, effort,	Community mapping	conscious, purposeful action
person's actions shapes the	and integrity regardless of	Group service activities	before they move to values,
quality of their character.	personal gain or recognition.	Storytelling circles	inquiry, and self-mastery.

In modern educational language: Karma Yoga = Action Intelligence, Responsibility, Service Learning, and Character through Doing.

Conceptual Overview BHAKTI YOGA — The Yoga of Values & Relationships			
Learning Objectives	Skills Developed	Activities	Expected Outcomes
The word Bhakti derives from	Bhakti Yoga develops the capacity	Values exploration dialogues	Deepened interpersonal
the Sanskrit root bhaj,	for emotional connection,	Gratitude journaling	empathy and the ability to
meaning to love and to	gratitude, compassion, and	Relationship reflection	sustain meaningful
belong. It is the yoga of	authentic relationship. In modern	Acts of kindness projects	relationships across
the heart — not mere	educational terms, it addresses	Family appreciation letters	difference; a stable internal
emotion, but directed love.	social-emotional intelligence.	Community storytelling	value system.

In modern educational language: Bhakti Yoga = Emotional Intelligence, Compassion, Relationships, Gratitude, and Values Clarity.

Conceptual Overview JNANA YOGA — The Yoga of Inquiry & Wisdom			
Learning Objectives	Skills Developed	Activities	Expected Outcomes
The word Jnana means	Jnana Yoga develops the capacity	Socratic dialogue circles	Critical and independent
knowledge or wisdom.	for self-inquiry, critical thinking,	Self-reflection journaling	thinking; the ability to
But Vivekananda's Jnana	philosophical reasoning, and the	Philosophical inquiry projects	question assumptions and
is not mere academic	conscious examination of one's	Belief mapping exercises	think for oneself; a developing
knowledge — it is	own beliefs, values, and patterns	Debate and perspective work	personal philosophy and
self-knowledge.	of thought.	Mind-body awareness practices	self-knowledge.

In modern educational language: Jnana Yoga = Critical Thinking, Self-Inquiry, Philosophical Reasoning, and Intellectual Independence.

Conceptual Overview RAJA YOGA — The Yoga of Self-Mastery			
Learning Objectives	Skills Developed	Activities	Expected Outcomes
The word Raja means royal or sovereign.	Raja Yoga develops self-mastery: the ability to regulate one's own mind, emotions, attention,	Concentration practices	The capacity to direct and sustain attention; emotional regulation under pressure;
Raja Yoga is the yoga of the trained mind — the sovereign who governs	and behaviour with conscious intention rather than reactive impulse.	Breathwork and body awareness	leadership from inner strength; the beginning of a conscious life philosophy.
the inner kingdom.		Habit formation projects	
		Personal goal-setting	
		Mindful leadership challenges	
		Vision journaling	

In modern educational language: Raja Yoga = Self-Mastery, Emotional Regulation, Attention Training, Habit Formation, and Leadership from Within.

SECTION 6 — GRADE-WISE PROGRAMME STRUCTURE

The four-year Chetna Uday programme is sequenced with careful attention to adolescent developmental psychology. Each grade level corresponds to a Yoga that is optimally suited to the child’s developmental stage, building progressively from external action (Grade 5) to inner mastery (Grade 8).

GRADE 5 KARMA YOGA — Action, Responsibility & Character			
Learning Objectives	Skills Developed	Activities	Expected Outcomes
Understand the connection between actions and their consequences	Responsibility & Accountability	The Responsibility Pledge: students identify one area where they will act more responsibly	A shift from passive to active engagement in school and home life
Develop the habit of completing tasks with care and integrity	Service Orientation & Empathy	Community Mapping: identifying needs in their school or neighbourhood	Increased initiative, ownership of tasks, and follow-through
Practise simple acts of service without expectation of reward	Effort & Excellence vs. Mere Performance	Karma Journal: daily reflection on one action taken with intention	Deeper understanding of integrity and the meaning of honest effort
Develop a personal code of conduct for daily behaviour	Gratitude & Awareness	Story Circles: stories of karma, consequence, and character from Indian tradition	A written personal code of conduct that students carry into Grade 6
Recognise how their actions affect others around them	Team Cooperation & Contribution	Service Projects: small group contribution projects within school	Early leadership skills: the ability to act for the benefit of others

GRADE 6 BHAKTI YOGA — Values, Relationships & Compassion			
Learning Objectives	Skills Developed	Activities	Expected Outcomes
Identify and articulate their core personal values	Values Clarity & Integrity	Values Cards: students select, rank, and discuss their deepest personal values	A conscious value system that guides interpersonal decisions
Practise gratitude as a daily discipline, not merely an attitude	Gratitude & Appreciation	Gratitude Journaling: three things each session; family appreciation letter project	Improved emotional wellbeing; stronger family and peer bonds
Develop empathy by understanding others' feelings and perspectives	Empathy & Active Listening	Perspective Circles: hearing others' stories without judgement or interruption	The ability to listen with full attention and respond with care
Navigate conflict with composure, kindness, and courage	Compassion Under Difficulty	Conflict Resolution Role Play: practising honest, respectful communication in disagreement	Reduced peer conflict; greater capacity for forgiveness and repair
Understand the role of love, loyalty, and trust in relationships	Relationship Skills & Boundaries	Relationship Mapping: identifying key relationships and how to nourish them consciously	Healthy relationships built on values, respect, and conscious care

GRADE 7 JNANA YOGA — Self-Inquiry, Critical Thinking & Wisdom			
Learning Objectives	Skills Developed	Activities	Expected Outcomes
Develop the habit of questioning their own beliefs and assumptions	Critical & Independent Thinking	Socratic Circles: facilitated dialogue around philosophical and ethical questions	The courage and skill to think independently and question received wisdom
Practise honest self-reflection as a tool for growth and self-knowledge	Self-Awareness & Inner Observation	Self-Inquiry Journals: weekly structured reflection on thoughts, feelings, and patterns	A developed inner observer — the capacity to watch oneself without judgement

Explore the difference between opinion, belief, and knowledge	Philosophical Reasoning	Belief Mapping: tracing where beliefs come from and whether they serve the student’s growth	Intellectual humility; openness to multiple perspectives and new information
Develop a personal philosophy based on examined values	Wisdom & Discernment	Debate Projects: presenting and defending multiple positions on ethical dilemmas	A beginning personal philosophy; the ability to reason morally and ethically
Understand the relationship between thought, word, and action	Mind–Body Awareness	Awareness Practices: simple body scan and breath observation; mind observation exercises	Increased presence, reduced reactivity, and improved capacity for concentration

GRADE 8 | RAJA YOGA — Self-Mastery, Emotional Regulation & Inner Strength

Learning Objectives	Skills Developed	Activities	Expected Outcomes
Develop conscious control over attention and concentration	Attention Training & Focus	Concentration Practices: timed single-focus activities; distraction management exercises	Measurably improved sustained attention in academic and personal contexts
Practise emotional regulation under pressure and provocation	Emotional Regulation & Self-Control	Emotional Weather Maps: tracking emotional patterns over time; response vs reaction practice	The ability to respond rather than react; significantly reduced emotional dysregulation
Design and commit to intentional daily habits aligned with values	Habit Formation & Discipline	Habit Architecture Project: students design a 30-day personal growth experiment	The lived experience of self-directed change through consistent daily practice
Develop leadership from inner strength rather than external status	Inner Leadership & Courage	Leadership Challenge Projects: students lead a small initiative that serves their school community	A self-authored leadership identity grounded in values, service, and genuine capability
Create a personal vision for their	Vision & Purpose Development	Vision Journal: a curated document	A living personal vision document

life, values, and contribution		of aspirations, values, strengths, and future intentions	that accompanies the student into higher secondary education
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Developmental Note: This grade-wise progression is deliberately aligned with the known developmental transitions of middle childhood and early adolescence. Grade 5 students (ages 10–11) are developmentally primed for concrete action and responsibility. Grade 6 students (ages 11–12) are entering the relational intensity of early adolescence. Grade 7 students (ages 12–13) are developing abstract reasoning and identity questioning. Grade 8 students (ages 13–14) are capable of genuine self-directed growth and emerging leadership. The Chetna Uday framework meets each cohort where they are.

RESOURCES PROVIDED

Each grade of the Chetna Uday programme is accompanied by a complete set of teaching and learning resources, designed to support effective implementation across a variety of school contexts and timetable models. All resources are developed in-house by the Chetna Uday curriculum team and are exclusive to partner schools.

Student Workbook	The Student Workbook accompanies the Student Book with structured activities, creative exercises, drawing prompts, reflection templates, and guided practice pages. It is designed to be used both in class and at home, bridging the learning environment across school and family life.
Teacher Handbook	The Teacher Handbook is a comprehensive facilitation guide for every session in the grade-level programme. It includes session objectives, a step-by-step facilitation guide, suggested questions, background notes on the Yoga framework, student engagement strategies, and differentiation suggestions for diverse classrooms.
Parent Handbook	The Parent Handbook introduces parents to the programme’s philosophy and framework, explains their child’s learning journey for the year, provides family reflection activities and home practices, and offers guidance on how to have meaningful conversations with their child about the programme’s themes.
Assessment Guide	A assessment framework that supports teachers in tracking and celebrating student growth without marks or grades. Includes observation checklists, student self-assessment tools, reflection prompts, and a guide to the end-of-year Student Growth Showcase.

TEACHER SUPPORT SYSTEM

The Chetna Uday programme recognises that the quality of implementation depends entirely on the quality and confidence of the teacher delivering it. The programme therefore provides the most comprehensive teacher support system of any values-based educational programme currently available in India.

Teacher Orientation (Pre-Launch)

Before the programme begins, all participating teachers attend a structured two-day Teacher Orientation Workshop facilitated by the Chetna Uday training team. The orientation covers the philosophical foundation of the programme, a full walkthrough of the resources, live demonstration sessions, and facilitated practice of the core pedagogical approaches.

- Duration: 1 day prior to programme launch
- Format: Workshop-based, experiential, not lecture-based
- Content: Programme philosophy; resource familiarisation; demonstration sessions; facilitation skill-building; Q&A
- Outcome: Teachers are equipped and confident to deliver the first term of the programme from Day 1

Ongoing Teacher Training

In addition to the initial orientation, Chetna Uday provides ongoing professional development for participating teachers throughout the academic year. This includes a mid-year refresher session, access to the Chetna Uday Educator Resource Portal, and monthly facilitation tips and theme notes delivered digitally.

Implementation Support

A dedicated Chetna Uday School Coordinator is assigned to each partner school. This coordinator may conduct a session observation visit in the first month, responds to teacher queries, supports adaptation to the school's specific context, and facilitates the mid-year and end-of-year review processes.

Classroom Facilitation Approach

Chetna Uday sessions are not taught in the traditional didactic sense. Teachers are trained to function as facilitators: creating conditions for student discovery rather than delivering content from the front of the room. The Teacher Handbook provides precise guidance on Socratic questioning, circle facilitation, reflective dialogue management, and the art of holding space for genuine emotional and intellectual engagement.

PARENT ENGAGEMENT SYSTEM

Research in educational psychology consistently demonstrates that parent engagement is one of the strongest amplifiers of school-based social-emotional learning programmes. When the values and practices cultivated at school are reinforced at home, the impact on student development is disproportionately greater. The Chetna Uday Parent Engagement System is designed to make this reinforcement easy, natural, and deeply meaningful for families.

Parent Handbook

Each parent receives the Parent Handbook for their child's grade level. Written in accessible, warm, and non-technical language, the handbook introduces the year's Yoga framework, explains the key concepts their child will explore, provides 20+ family conversation prompts and home activities, and offers guidance on how parents can model and reinforce the programme's values in daily family life.

Parent Orientation Session

At the beginning of the programme year, all participating parents are invited to a 90-minute Parent Orientation Session. This session introduces Chetna Uday's philosophy and purpose, presents the year's programme overview, demonstrates a short family activity from the Parent Handbook, and creates space for parents to ask questions and share their aspirations for their child's development. This session is typically one of the most positively received school events of the year.

Home Activities & Family Reflection Practices

The Chetna Uday programme includes a structured set of Home Activities designed to be completed by the student and at least one parent together. These activities are brief (15–20 minutes), practical, and often surprisingly powerful. They include family discussion prompts, shared reading exercises, gratitude rituals, values conversations, and collaborative journaling activities. Schools consistently report that these home practices generate enthusiastic parent feedback.

Quarterly Parent Communications

Each term, partner schools receive a Chetna Uday Parent Newsletter template that can be customised and shared with parent communities. The newsletter summarises the term's learning themes, offers a reflection from a participating student (with parental permission), and invites parents to one meaningful conversation to have with their child that term.

EXPECTED OUTCOMES

The following outcomes represent the transformation that partner schools can expect to observe across their communities over the course of the Chetna Uday programme. These outcomes are drawn from evidence in social-emotional learning research, the experience of comparable programmes internationally, and the developmental logic of the Chetna Uday framework itself.

For Students	For Teachers	For Parents	For the School
Greater emotional awareness and self-regulation	Renewed sense of purpose in their vocation	Deeper understanding of their child's inner world	A visible culture of values and emotional intelligence
Improved focus, concentration, and academic engagement	Practical tools for managing classroom dynamics	Strengthened communication with their child	Reduced disciplinary incidents and emotional crises
Stronger character and values clarity	Exposure to a holistic facilitation model	Community with other engaged parents	Enhanced school reputation and differentiation
Resilience and the capacity to handle pressure	Increased job satisfaction and reduced burnout	Shared language and practices at home	Improved student wellbeing outcomes
Ability to articulate thoughts, feelings, and ideas	A richer toolkit for student engagement	Increased confidence in parenting through values	Alumni who carry the school's values into the world
A sense of personal purpose and future direction	Professional growth and leadership development	Greater alignment with the school's mission	Attraction of families aligned with holistic education

These outcomes are not guaranteed by the programme alone. They are the result of the programme delivered with fidelity, supported by trained teachers, engaged parents, and a school leadership team committed to the values of holistic development. Chetna Uday provides the framework and the support. The school provides the culture and the commitment.

IMPLEMENTATION MODELS

Chetna Uday is designed to be flexible enough to fit within the timetable and operational realities of different schools, while structured enough to deliver consistent developmental impact. Three implementation models are offered, enabling schools to choose the level of engagement that best suits their current capacity and ambition.

	Model A — Weekly Period	Model B — Fortnightly Sessions	Model C — Integrated Program
Frequency	1 session per week	1 session per fortnight	Multiple touchpoints weekly
Duration	40 minutes per session	60–80 minutes per session	Embedded across timetable
Annual Sessions	~32–36 sessions/year	~16–18 sessions/year	Continuous integration
Best suited for	Schools with constrained timetable	Schools with flexible scheduling	Schools committed to full model
Teacher Role	Single subject facilitator	Single subject facilitator	Cross-subject facilitation team
Resources	Student Book + Workbook + Journal	All resources + extra activities	Full resource suite + mentoring
Effort to Implement	Low	Low to Moderate	Moderate to High
Depth of Impact	Meaningful	Substantial	Transformational

Model A — Weekly Period (Recommended Starting Point)

One dedicated 40-minute session per week, delivered by a trained class teacher or programme facilitator. This is the most widely adopted implementation model and the recommended starting point for schools new to the programme. At 32–36 sessions per year, it provides sufficient contact hours to deliver the full grade-level programme. The session follows the Chetna Uday Session Architecture (Centering → Story → Exploration → Practice → Reflection → Closure) and requires no disruption to other timetable periods.

Model B — Fortnightly Sessions

One extended session of 60–80 minutes delivered every two weeks. Best suited to schools that cannot allocate a weekly period but are willing to invest in deeper, less frequent sessions. At 16–18 sessions per year, the fortnightly model requires careful pacing and stronger reliance on home practice and journaling to maintain continuity between sessions. This model works particularly well when complemented by a strong parent engagement programme.

ASSESSMENT & GROWTH TRACKING

Chetna Uday does not use marks, grades, percentages, or rankings to assess student development. It is a deliberate philosophical choice grounded in both developmental psychology and Vivekananda’s own understanding of education. Character, wisdom, and inner growth cannot be accurately quantified, and the attempt to do so typically distorts both the assessment and the learning.

Instead, Chetna Uday uses a multi-dimensional Growth Tracking System based on portfolio evidence, qualitative observation, and self-directed reflection. This approach produces a richer and more accurate picture of student development than any examination score can provide.

Assessment Dimension	What Is Observed	How It Is Tracked
Reflection Quality	Depth, honesty, and self-awareness in journal entries and verbal reflections	Ongoing journal review; mentor observation notes; self-assessment checklists
Portfolio Growth	Evidence of engagement, creative expression, and personal development over time	Student portfolio compiled each term; reviewed at mid-year and end-of-year
Behavioural Indicators	Empathy, responsibility, cooperation, emotional regulation, initiative in class and school life	Teacher observation log; peer interaction notes; incident trends (qualitative)
Participation Quality	Willingness to engage, listen actively, ask questions, share perspectives, and contribute to dialogue	Facilitated session observation; session participation record
Growth Indicators	Personal growth benchmarks set by each student at the start of each term	Student self-rating scale (1–5); reviewed with mentor each quarter
Family Engagement	Completion of home practices; family reflection conversations; parent session attendance	Parent engagement log; home practice feedback forms; attendance records

The Student Growth Showcase

At the end of each programme year, Chetna Uday schools are encouraged to host a Student Growth Showcase, an event at which students present one piece of their portfolio to their parents, peers, and teachers. This may take the form of a reflection reading, a creative presentation, a short speech, or a curated portfolio display. The Showcase serves as a celebration of inner growth, a powerful parent engagement event, and one of the most memorable school occasions of the year.

PILOT PROGRAMME PROPOSAL

Chetna Uday recommends that new partner schools begin with a structured one-year Pilot Programme before committing to full-school implementation. The Pilot is designed to be low-risk, high-quality, and fully supported giving the school an authentic experience of the programme’s impact before making a longer-term commitment.

Recommended Pilot Design

- Grade Level: Grade 5 (Karma Yoga), the entry point for the programme
- Scale: One to two sections of Grade 5 (approximately 40–80 students)
- Duration: One full academic year
- Implementation Model: Model A (Weekly 40-minute period)
- Teacher Involvement: One or two trained class teachers plus School Coordinator
- Parent Involvement: Orientation session + Parent Handbook + quarterly newsletters

Phase	Timeframe	Key Activities	Responsible
Phase 1 Foundation	Month 1	Signed partnership agreement; resource delivery; school orientation meeting; selection of pilot classes and teachers	Chetna Uday + School Leadership
Phase 2 Teacher Prep	Month 1–2	2-day Teacher Orientation Workshop; resource walkthrough; demo session delivery; Q&A and facilitation practice	Chetna Uday Trainer
Phase 3 Parent Launch	Month 2	Parent Orientation Session; Parent Handbook distribution; home practice introduction; parent questions addressed	School + Chetna Uday
Phase 4 Student Rollout	Month 2–3	First 4 sessions delivered; session observation by Chetna Uday coordinator; initial student journal practice established	Class Teachers + CU Support
Phase 5 Mid-Review	Month 4	Teacher feedback session; student reflection portfolio review; parent feedback collected; programme adjustments noted	Joint Review Committee
Phase 6 Consolidation	Month 5–8	Full programme delivery continues; monthly mentor check-ins; student growth portfolio develops; classroom celebrations	Class Teachers
Phase 7 End Review	Month 9	Student growth showcase; teacher reflection report; parent experience sharing; school leadership debrief	School + CU Leadership

Phase 8 Decision	Month 10	Decision on full-school rollout; agreement on next grade levels; resource planning for Year 2	School Management + CU
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“The Pilot Programme is not a test of whether Chetna Uday works. It is a demonstration of what becomes possible when one school chooses to invest in the inner lives of its students.”

— Chetna Uday™

WHY PARTNER WITH CHETNA UDAY

There are many programmes available to schools that claim to address character, values, or social-emotional learning. Chetna Uday is distinguished by five qualities that very few programmes can match simultaneously:

<p>Rooted in India’s Own Wisdom</p>	<p>Most social-emotional learning frameworks available to Indian schools originate from Western psychological traditions — valuable, but culturally incomplete. Chetna Uday draws on the most sophisticated educational philosophy ever produced on Indian soil: Vivekananda’s synthesis of the Vedantic tradition, expressed in a form that is universal, secular, and immediately applicable to modern school life.</p>
<p>Developmentally Sequenced</p>	<p>The four-year progression from Karma Yoga to Raja Yoga is not arbitrary. It is designed with precision to match the developmental transitions of middle childhood and early adolescence. Students receive the right developmental challenge at the right age — neither too early nor too late.</p>
<p>Complete Resource Ecosystem</p>	<p>Unlike many values programmes that provide only a teacher guide or a collection of activities, Chetna Uday delivers a complete ecosystem: Student Books, Workbooks, Reflection Journals, Teacher Handbooks, Parent Handbooks, Assessment Tools, and ongoing professional support. Schools do not have to build the programme. They simply implement it.</p>
<p>Family as Partner</p>	<p>Chetna Uday is one of the very few school-based programmes that intentionally designs for family engagement. The Parent Handbook and Home Practice system ensure that the values cultivated at school are reinforced at home, dramatically amplifying the programme’s impact.</p>
<p>No Marks. No Rankings. No Shame.</p>	<p>In a landscape in which children are perpetually evaluated, ranked, and compared, Chetna Uday offers something radical: a space in school where no one is judged. Growth is celebrated. Struggle is honoured. This creates the conditions of psychological safety that allow genuine development to occur — and produces school experiences that students remember for a lifetime.</p>
<p>Aligned with NEP 2020</p>	<p>Chetna Uday is directly aligned with the National Education Policy 2020’s emphasis on holistic development, values-based education, social-emotional learning, and the integration of Indian knowledge systems into the modern curriculum. Partnering with Chetna Uday is a concrete step toward NEP 2020 implementation.</p>

ABOUT CHETNA UDAY

Vision

A generation of young Indians who are intellectually capable, emotionally intelligent, morally grounded, and purposefully alive individuals who contribute not merely to their own success but to the transformation of their families, communities, and nation.

Mission

To make the deepest wisdom of India's educational tradition available to every school, in a form that is structured, practical, and immediately implementable so that no child leaves school without having been given the inner tools to live a full and meaningful human life.

Our Approach

Chetna Uday believes that education is fundamentally a developmental process, not an informational one. We design everything we produce every session, every resource, every teacher training, every parent engagement initiative from this conviction. We do not add values education to an otherwise unchanged school. We offer schools a living framework for becoming something more than they currently are.

Long-Term Educational Vision

Chetna Uday's long-term vision extends beyond the four-year school programme. We envision a Chetna Uday ecosystem that accompanies a learner from early childhood through higher education and into adult professional and community life. The school partnership programme is the foundation of this ecosystem, the place where the first seeds are planted.

We are building a network of partner schools across India that share a commitment to genuine whole-person education. Schools that join this network gain not only a programme but a community: a community of educators, parents, and institutional leaders who believe that India's future depends not just on what its young people know, but on who they are.

Suitable for: CBSE | ICSE | State Board | Alternative Schools | IB Board
Resources: Complete teacher, student, parent and assessment materials
Assessment: Portfolio-based | No marks | No rankings
NEP 2020: Fully aligned with holistic development mandates

CALL FOR PARTNERSHIP

Education stands at a threshold.

The world that today's students are preparing to enter will demand of them capabilities that no examination can assess: the ability to regulate their emotions under pressure, to lead with integrity when no one is watching, to connect authentically across difference, to think independently in an age of algorithmic information, and to sustain a sense of personal purpose in the face of constant distraction.

These are not soft skills. They are survival skills. And they cannot be left to chance, to occasional motivational assemblies, or to the hope that students will somehow absorb them from their environment. They must be taught. They must be practised. They must be cultivated with the same intentionality, the same structure, and the same institutional commitment that we bring to mathematics, science, and language.

Chetna Uday is ready to partner with your school. Not as an external vendor. Not as a one-day programme. But as a long-term educational partner committed to the inner flourishing of every student in your care.

“The children in your school today are not merely your students. They are India's future. How we educate them in the fullest sense of that word is the most consequential decision we will ever make.”

— Chetna Uday™

Next Steps

- Schedule a 60-minute Partnership Presentation, at a time that suits your leadership team.
- Review the Pilot Programme proposal and resource samples.
- Join a growing community of schools across India committed to educating the whole child.

We look forward to meeting you.

With gratitude and purpose,

The Chetna Uday™ Team

A Conscious Learning Initiative

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