



# ANNUAL REPORT

# 22/23



INSPIRE. ENABLE. TRANSFORM.

## Contents

<b>10 Years of Mantra</b>	<b>03</b>
<b>Founders' Note</b>	<b>04</b>
<b>Our Vision &amp; Mission</b>	<b>05</b>
<b>Our Approach</b>	<b>05</b>
<b>Our Reach and Presence</b>	<b>06</b>
<b>Improving Student Experiences in Classroom</b>	<b>07</b>
<b>Improving Student Experiences in School</b>	<b>15</b>
<b>Improving Student Experiences in Community</b>	<b>20</b>
<b>Catalysing Collective Action</b>	<b>23</b>
<b>Funds Raised and Spent</b>	<b>28</b>



# Celebrating **10** Years of Mantra



## SEED 2013-14

## SAPLING 2015-16

## BUDDING 2017-18

## BRANCHING 2019-20

## BLOSSOMING 2021-23

STEP (School Transformation and Empowerment Project) took shape in 7 pilot schools

Found our first mentor in Mr. Sanjay Purohit

Onboarded the first full-time team member

Mr. & Mrs. Shibulal began supporting Mantra  
School Transformation and Empowerment Project expanded to 20 schools

Expanded the team for the first time

Expanded School Transformation and Empowerment Project in Andhra Pradesh

Piloted the Cluster transformation program

Launched EduMentum with the amazing "Alpha" Cohort

Scaled STEP with the government in Punjab, Bihar, and Uttar Pradesh

Launched CoLab - Research & Design Lab

Piloted the Tumkur District Program

Won the Collective Social Innovation Award from Schwab Foundation for the Punjab Education Collective

Established Mantra4change US

Collaborated with Bihar Education Department in catalysing a micro-improvement movement

## A note from the founders



Ten years ago, when we started Mantra, we began working with one school in Bangalore. Fortunately, the school leader trusted us enough! We both had had teaching experience earlier, and had deeply enjoyed engaging with students in their classrooms. But, we began to think of ways to create a deeper impact - how can the system support all its learners? From then to now, our belief in the need for strong leadership has remained unwavering. For change to sustain, leadership is crucial.

We visited local communities frequently. There, we knew that, for children to learn well, whole-school transformation is the way, instead of piecemeal efforts. We started co-creating solutions with the leaders within the education system - we like to call it 'creating the highway'!

After a successful pilot in 2014, we began partnering with schools for the School Transformation and Empowerment Program (STEP). There has been no looking back since. When, in 2017, we explored whether to maximise outreach, or to amplify impact - scale or depth - EduMentum was born as a catalyst and orchestrator of collective action. We are grateful to the organisations which joined the bandwagon, and worked alongside us with conviction in the power of collective effort.

Today, at the 10-year mark, we could not be more humbled in the support that school leaders, government officials, partner organisations, and funder partners have shown towards our work. We know that our efforts are most successful when we work together - for systemic transformation is the onus of all of us.

Education is the lever of change. It alters how people think and operate. We believe that every child in our country should have access to quality education, and the only way to achieve that is together.

Thank you for choosing to celebrate our journey with us!

**Santosh More & Khushboo Awasthi**  
**Co-Founders, Mantra4Change**

## About Our Work



### VISION

Every child receives an enriching learning experience.

### MISSION

Enabling education leaders to lead improvements, and impact 50 million children by 2025

Through EduMentum and CoLab, we nurture a network of partners to augment collective action and enable knowledge sharing.



In Kalburagi division, Karnataka, and in the states of Bihar, Punjab, and Uttar Pradesh, we co-create solutions with education leaders at the state level towards school improvement.

In Anekal division, Karnataka, and in the state of Andhra Pradesh, we build and demonstrate solutions to address challenges at the school level.

## The student at the centre of what we do

Mantra4Change believes in the power of enabling and empowering leaders to drive continuous and sustainable school improvements. Decentralising agency enables leaders of the system to implement small changes within the locus of their control - we call these 'micro-improvements'. Micro-improvement practices add up to bring significant changes in classrooms, schools, and communities, thus impacting how a student learns. By improving how students experience learning in classrooms, how they are supported while they learn in schools, and how communities engage with children's learning, Mantra4Change aims to provide every child an enriching learning experience. We do this through collective action, with the student at the centre of all we do.



Since 2013, Mantra4Change has positively impacted



3.6m  
students



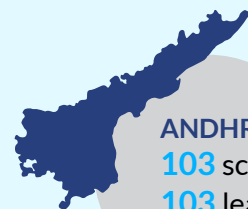
2,76,000+  
education leaders



2,70,000+  
schools

across Karnataka, Andhra Pradesh,  
Punjab, Bihar and Uttar Pradesh

## Our presence



ANDHRA PRADESH  
103 schools  
103 leaders



ANEKAL BLOCK  
BENGALURU  
270 schools  
567 leaders



BIHAR  
69,000+ schools  
77,000+ leaders



PUNJAB  
19,000+ schools  
3455 leaders



UTTAR PRADESH  
1.3 lakh+ schools  
1.4 lakh+ leaders



TUMKUR, KARNATAKA  
3299 schools  
3556 leaders

Improving student experiences in

# CLASSROOMS

so that students engage in effective learning daily



## A celebration of innovative pedagogy in Bihar, Karnataka, and Punjab

The Ministry of Education, Government of India, implemented the *Vidya Amrit Mahotsav*. Mantra4Change supported the State Council of Educational Research and Training, Bihar, and the Department of Education, Karnataka to make this celebration of classroom pedagogy a success. In Bihar, the top five videos from each district and the top 15 from the state were identified, acknowledged, and shared widely to encourage collaboration and learning among educators. In addition, *Shiksha Parv*, celebrated from September 29 to November 15, 2022, as part of the *Vidya Amrit Mahotsav*, aimed to honor dedicated teachers and foster unity among students and teachers in Bihar.

In Punjab, teachers and school heads identified a problem statement in the classroom or the school, and resolved to overcome it. They came up with an innovative solution and formulated action steps to implement the innovative pedagogy. Towards the end, they measured the impact of their solution. Through videos, they also captured their journey of creating and implementing these micro-improvements.

### BIHAR

**1,86,000** participating teachers and head teachers

**82,000** innovations shared on DIKSHA

**77,000** videos on innovative pedagogy uploaded on DIKSHA during *Shiksha Parv*

### TUMKUR

**678** participating teachers

**220** innovations shared by teachers on DIKSHA

### PUNJAB

**17,045** participating teachers

**12,035** completed projects

**23** districts, **288** blocks





## Teachers' innovation stories from Vidya Amrit Mahotsav, Punjab



### ***Good Touch, Bad Touch*** **Manjinder Kaur** **GPS Nurpur, Jalandhar**

Majinder Kaur realised the importance of teaching kids about good and bad touch at an early age. To make young children fully understand this concept, she turned it into a game of snakes and ladders, with good touch as ladders, and bad touch as snakes. Associating this concept with a simple and familiar game of good and bad, she ensured that the students learnt this in a way that is easy and comfortable for their age.



### ***Let's roam into the world of stories*** **Amandeep Kaur** **GPS Tripuri, Patiala**

Amandeep Kaur noticed that her students of grade 2 are having difficulty reading and writing Punjabi as they hail from Hindi-speaking states. To make them learn in a way that is quick, fun and interesting, she took to storytelling and created videos and storybooks with colorful imagery and her own recordings! Integrating this into her regular classroom pedagogy made it easier for the students to learn Punjabi, as well as improved the attention span of the students. She continued this practice during COVID-19 pandemic by regularly sending the stories and recordings to the Whatsapp groups.



### ***Inclusion of CWSN in regular government schools*** **Rajeev Kanda** **GPS Nalunga, Pathankot**

Rajeev Kanda took initiatives to create the her school into an inclusive space for children with special needs and to build the feeling of acceptance and inclusion in their able-bodied peers. She took the help of various coursebooks, study materials and hands-on activities to teach these children in interesting and interactive ways. By building a connection with the children and identifying their interests, she has been able to create a healthy and holistic learning environment for the students.



## How teachers improved foundational knowledge of students in Andhra Pradesh

We embarked on a partnership with Mahatma Jyotiba Phule Andhra Pradesh Backward Classes Welfare Residential Educational Institutions Society (MJP Society) in June 2022. A baseline study for grade 5 students conducted in August of the same year reported that 50% of the students are unfamiliar with English and Mathematics concepts. One English teacher and one Mathematics teacher from each of the 102 schools of MJP Society implemented a bridge course to improve foundational literacy and numeracy skills of grade 5 students.

Participating teachers were invited to share innovative practices that they have conducted in their classrooms, through the Super Teacher Challenge. This provided teachers a space to exhibit ownership and innovation in their classrooms. They also underwent a leadership training session, and visited *Living Vikasa Vidya Vanam*, a private residential school, to get a glimpse of how institutions, projects, and schools outside of the MJP Society schools function. Thus, teachers rediscovered a sense of possibility and curiosity that they carried with them back to their classrooms.

**22%** students are now better equipped to read stories in English

**15%** students now do better at addition sums, and **18%** students are now better at subtraction

**25%** students are able to apply knowledge of multiplication to word problems

**20** Super Teachers emerged from the challenge



## Teachers found ways to improve classroom instruction and administration in Bihar

Along with the State Council of Education Research and Training, Mantra4Change created a state-level planning and implementation committee and plan of action to support District Institute of Education and Trainings (DIETs) in designing and running digital programs on DIKSHA. This in turn supported DIETs to lead professional development of head teachers and teachers, leveraging the DIKSHA platform. 33 DIETs launched courses on DIKSHA to build the capacity of teachers to improve classroom facilitation. Teachers learnt to conceptualise and contextualise plans, and to carry out classroom projects that would benefit student learning.

**38** district teams  
**750** participants  
**33** DIETs  
**15** courses on DIKSHA



### सभी प्रारंभिक स्कूलों के शिक्षकों को दीक्षा पोर्टल पर प्रशिक्षण शुरू स्कूलों के शिक्षक सीख रहे बुनियादी भाषा के गुरु

**नवादा**

इस कार्यक्रम में शिक्षकों के लिए नए कोर्स की शुरुआत की है। कोर्स का नाम है 'एच.एच.टी. नवादा परकल्पना बुनियादी भाषा व साक्षरता'।

**कोर्स से बच्चों को मिलेगा लाभ**

इस कोर्स को शिक्षकों के तहत सभी प्राथमिक स्तर की व निजी स्कूलों के शिक्षकों की ओर से कोर्स करने के बाद उनके अंदर बुनियादी भाषा और साक्षरता व शिक्षण क्षमता का विकास होगा। शिक्षकों द्वारा प्राप्त किए गए शिक्षण योजना का प्रयोग शिक्षक स्कूल में बच्चों में भाषा की बुनियादी स्तर को बढ़ाते हुए भाषा के प्रति साक्षरता को बढ़ावा देने का प्रयास करेंगे। यह कोर्स 'दीक्षा पोर्टल' पर उपलब्ध होगा। इसमें ऑडियो, वीडियो एवं इंटरैक्टिव सामग्री के माध्यम से उन्हें सपोर्ट होगा। दीक्षा पोर्टल के तहत ऑनलाइन टेकन सभी शिक्षकों को विचार करना है, ताकि वे बच्चों को खुलने देने में सक्षम हो सकें।

इसके तहत स्कूल के शिक्षक, छात्र, अभिभावक तथा स्थानीय प्रशासन व अधिकारी भी अपने अपने स्तर के अनुसार ज्ञान का सूजन कर रहे हैं। इसी क्रम में एच.एच.टी.टी की ओर से दीक्षा पोर्टल पर नए कोर्स की शुरुआत करने की अनुमति मिली है। इसी संदर्भ में नवादा की ओर से कोर्स का शुभारंभ किया गया है। इस कोर्स का नाम दिया गया है 'एच.एच.टी.टी. नवादा परकल्पना बुनियादी भाषा और साक्षरता'। रजिस्ट्रेशन जारी है। नवादा के प्रशासन विभाग द्वारा 'दीक्षा पोर्टल' पर नवादा परकल्पना बुनियादी भाषा व साक्षरता कोर्स की शुरुआत की गई है। इस कोर्स को करने के लिए शिक्षकों का ऑनलाइन रजिस्ट्रेशन भी जारी है। अभी तक बहुत संख्या में शिक्षक इस प्रशिक्षण में जुड़ चुके हैं। फिलहाल एक माह के लिए प्रशिक्षण सभी प्राथमिक शिक्षकों को लेना अतिव्यक्त है। इसके बाद वे अन्य माह के लिए प्रशिक्षण एक माह तक ऑनलाइन मोड में चलेंगे।



## School improvement through institutional empowerment

A framework was created to develop Teacher Education Institutions (TEI) to help them evaluate their current performance across various functions. TEIs not only self-evaluated their performance based on the framework, there were also continuous reviews and discussions with other TEIs and the state department to identify areas of improvement. This led to development of TEIs as institutions across parameters, ranging from teacher development, budget utilization, and infrastructure development.

**66** participating Teacher Education Institutions  
 Budget utilisation of DIETs improved from **14% to 75%** in a year

## The learning loss due to COVID-19 addressed in Karnataka

The COVID-19 pandemic saw a massive learning loss among young students, especially those from under-resourced families. To improve foundational literacy and numeracy skills among students in Anekal block and Tumkur district of Karnataka, activity-based learning exercises were designed. Cluster Resource Persons, school leaders, and community volunteers came together to implement this initiative, championing locally-led solutions for contextual needs. These bridge lessons contributed to the *Kalika Chetharike* program of the Department of Education, Karnataka, an effort to recover the learning loss among students of grades I to IX in public schools. Mantra4Change coached and mentored Cluster Resource Group members, Cluster Resource Persons, and Block leaders to effectively implement *Kalika Chetharike* in Anekal division and Tumkur district. In Tumkur, monthly review meetings were conducted among school, cluster and block leaders to discuss the progress of student learning during *Kalika Chetharike*.

**279** students across **13** schools participated in remedial classes  
**7** training days and **68** classroom observations conducted  
**750** workbooks distributed to students  
**37%** increase recorded in foundational numeracy  
**41%** increase recorded in foundational Kannada

**232** district, block and cluster officials participated in the training in Tumkur



## How micro-improvements and vibrant classrooms were successful in Karnataka

Through *Pragatiya Hejje* (a step forward), teachers of Anekal were encouraged to present their innovative teaching-learning materials, and the spirit of shared learning was fostered. Teachers cited examples of actual classroom experiences while sharing their models, and used low-cost, locally available, and recycled materials for creating the same.

200+ schools participated  
256 micro-improvement projects showcased

“

*Pragatiya Hejje means many visible and invisible hands working together to achieve a goal. Government and non-government organizations are joining hands for educational advancement. To cover the learning loss of children caused by Covid-19, the government has launched Kalika Chetarike in 2022-23. Pragatiya Hejje is helpful to further this initiative. Through this, teachers, children, and parents now think differently. This program has helped to overcome the learning loss faced by children.*

**Asha Kulkarni**  
Associate Teacher  
GMPS Jigani, Anekal

”



## How reading practices were encouraged across Bihar

*Padhe Bihar, Badhe Bihar*, launched by the Bihar Education Project Council, was a unique micro-improvement project to be carried out in India. Leveraging the DIKSHA platform, this project's main objective was to enable reading campaigns that were being conducted all across the state. To enable successful completion, Mantra4Change partnered with the department to conduct multiple orientations via YouTube, and leveraged the print media. Together, we ensured that more children learn and practise reading in Bihar.

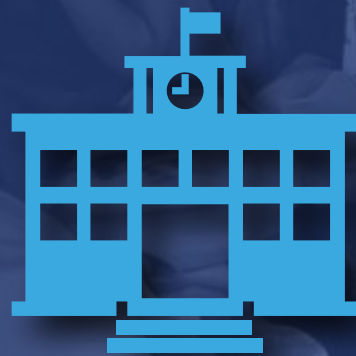
24,249 head teachers completed the program



Improving student experiences in

# SCHOOLS

so that schools become spaces of learning  
and holistic growth for young learners



## Schools shared best practices to change siloed action in Karnataka and Andhra Pradesh

*Sahaspandana*, an e-newsletter, has been launched and circulated widely in Tumkur district of Karnataka, to share best practices and to motivate and encourage teachers and school leaders. In similar spirit, MJP Voice has been published by MJP Society to spread the word about government officials, teachers, and leaders who are doing outstanding work. Thus, members of the education ecosystem are able to communicate, exchange ideas for school improvement, and are overcoming silos of individual institutions.

- 3 *Sahaspandana* editions published
- 6 MJP Voice editions published



## Cluster Resource Persons emerged as local leaders in Karnataka

A Leadership Forum was conducted for Cluster Resource Persons of Anekal division, Karnataka to help them connect, learn, and grow together. The Forum created a space for these leaders to discuss ideas, solutions, successes, and challenges about their work. *Samuha Sambhrama*, a celebratory event, encouraged Cluster Resource Persons to bring all teachers and stakeholders of the clusters together, and to polish their skills of organising, event planning, community collaboration, and local leadership. The event celebrated local problem-solving in schools of Anekal, thus helping schools to become more conducive spaces of learning.



- 92% of the Cluster Resource Persons and 100% of the Block Resource Persons participated in the Forum
- 71% of the Cluster Resource Persons assumed ownership of *Samuha Sambhrama*
- 85% of teachers actively participated in creating Cluster Development Plans
- 15 Cluster Development Plans created



## Teachers encouraged student participation in sports

In the schools of Anekal, physical education teachers organised sports competitions for students of grades I to V, as such opportunities are only provided to students of grade XI and above by the Department of Education. Through decentralised, locally-led improvement in learning environments such as these, teachers ensure that students grow holistically.

**400** students participated in cluster-level sports for the first time

**INR 35,000** were raised by the Cluster Resource Person to fund the event in one such cluster



## Head teachers leading school improvement in Uttar Pradesh

Through courses on leadership on the DIKSHA application, leadership skills and knowledge of headmasters was enhanced and a positive school culture was fostered. The courses covered important topics ranging from Strategies for Classroom Group Activities for FLN, to Coaching and Mentoring Teachers. These courses were designed to equip headmasters with effective strategies for facilitating classroom group activities and providing coaching and mentoring support to teachers. YouTube Live sessions were conducted to communicate department policies, strategies, and tasks related to the NIPUN initiative, while also motivating headmasters.

**2** courses implemented

**60,000** head teachers completed the courses

**24,000** head teachers attended the Live sessions



## Teachers helped students discover the joy of tinkering

Teachers also participated in and mentored students as they tinkered in the Natkhat Laboratories set up in collaboration with Mantra4Change across 23 schools of Anekal. These makerspaces encourage curiosity and creativity in students, while improving their conceptual understanding of science, technology, engineering and mathematics (STEM) through experiential learning.

23 schools in Anekal  
23 teachers trained  
368 training sessions conducted  
788 participating students



### Roopa's love for tinkering

Roopa, a teacher, gained enough subject-wise knowledge and strategies to implement activity-based learning in her classroom, as well as extended her expertise in the cluster-level academic meeting. As a result of these capacity-building experiences, she did a unique experimental activity for the students in her class.

The aim of this activity was for the students to build a fluorescent lamp wherein they created the circuit and fixed the light with different colors.

Thanks to the efforts of teachers like Roopa, these students were able to take advantage of the opportunity to go to the lab and try new experiments. Now the students are capable of performing the experiments without the teacher's help.



## Exemplary public schools were nurtured in Uttar Pradesh

50 blocks in Uttar Pradesh collaborated with Mantra4Change to become examples of excellent public education where school education is effective and holistic. Over seven months, Block Education Officers (BEOs) engaged in capacity building workshops, learning from educationists and industry experts, as well as peer-learning meetings. This enabled BEOs to conceptualize and lead innovations to develop their blocks. 15+ innovative practices being implemented in schools of the Super-50 blocks were documented and shared.

50 participating Super-50 Block Education Officers  
225 Academic Resource Persons  
65 District Coordinating Teachers  
6 monthly, peer-learning meetings  
77% attendance by Block Education Officers in peer-learning meetings

### *Nipun Bal Mela*

The objective of Bal Mela is to create an educational environment by making the identified subjects interesting in an attractive manner and providing opportunities for teaching and learning through games along with regular educational methods. Students engage in and learn through activities centred around poetry, storytelling, math, general knowledge, art, sports, etc. that encourage them to think creatively. The students are rewarded with badges to build motivation and are honoured on the 'Wall of Fame'. The celebration is of the children, by the children and for the children, thus primary ownership is given to the students, giving them a sense of leadership and responsibility.

*This activity is based on the efforts made by Mrs. Babita Singh, Block Education Officer Sambhal, District Sambhal in Super-50 Development Blocks.*

### *Nipun Train*

It is a fun and interactive activity for students of Class 1, 2 & 3 which creates healthy competition amongst students. The Nipun train is made of cutouts pasted on a wall and has as many coaches as there are students in the class. The children will be asked to pick up the Nipun entry card with their name and photograph, from the notice board or pin board. Taking this entry card, the child will reach the Nipun Window where the class teacher will do spot assessment of the child. If the child achieves the Nipun Target in the assessment, then this entry card will be passed on to one of the coaches of the train. And thus, the child will board the Nipun Train. If the child does not achieve Nipun Targets in the assessment process, he/she will be motivated to try again next week.

The students' achievement of boarding the Nipun train will be celebrated with the parents, thus bringing the community together towards their children's education.

*This activity is based on the efforts made by Richa Singh, Block Education Officer, Babaganj, Pratapgarh district, in Super 50 Development Blocks.*



Improving

# COMMUNITY ENGAGEMENT

so that students feel supported and encouraged  
at home and in school



## How parents engaged with schools in Andhra Pradesh

For the first time in MJP schools, parents and teachers engaged through conversation, presentations, and games. The last working day at all MJP schools was celebrated by organising a fun-filled day of games and activities for parents. The day also helped parents know more about the schools, and their children's progress, as schools took this opportunity to showcase their own achievements.

**87%** of the MJP schools participated in community outreach initiatives



## Teachers discussed students' progress with parents in Bihar and Telangana

Under Abhibhavak Shikshak Sangosthi, head teachers in Bihar conducted parent-teacher interactions to discuss students' academic and overall progress. In Telangana, too, the Department of School Education encouraged all its schools across the state to conduct parent-teacher meetings on the third Saturday of each month during the academic year, 2022-2023. The Telangana Education Collective (A collective of 4 organizations - Mantra4change, Vidhya Vidhai, Alokita, and ShikshaLokam) partnered with the department to pilot innovative PTMs through the Pillala Kosam initiative. These initiatives attempted to improve the relationship between parents and teachers through engaging and interactive PTMs. Schools displayed their work, and explained how parents could be more engaged with their children at home.

### BIHAR

**69,000** head teachers led parent-teacher meetings

**14,00,000** participating parents

**13,700** innovate projects uploaded on DIKSHA

### TELANGANA

**50** school heads

**3** districts





Catalysing

# COLLECTIVE EFFORTS

to achieve enriching learning experiences  
for all students at scale, at speed, and sustainably

## Education leadership and organisational capacity built through EduMentum

EduMentumX enables grassroots organisations to develop leadership in education, thereby amplifying better student outcomes across different geographies. EduMentumR incubates organisations from rural and tribal regions, and supports these in building stronger organization leadership through capacity-building, mentoring, and funding assistance. Last year, through EduMentumX and EduMentumR, Mantra4Change accelerated three cohorts of three organisations each to impact change in the Indian education ecosystem through locally-led, contextual solutions.

9 EduMentees  
4 basecamps conducted



### Education Programs of some Edu-R-Mentees

#### Gramothhan

Gramothhan's School Transformation Program is intended to develop model schools, which can set bench mark for the region. by bringing all, four key stakeholders of school together child, teacher, community and local administration for creating a better learning environment in schools.

#### InSIDE North East

Their Guns 2 Pens fellows and teachers teach in government schools where there are no government teachers available or when the teachers do not turn up. Additionally, their fellows teach and engage with children in the community after school hours. Fellows are specifically placed in villages to maximize their time spent with the community.

#### Shiksharth

Their educators teach daily in government primary schools. In re-opened schools in the conflict zones, they capacitate the 'Shiksha Mitra' appointed by the govt. They have also created the Ecology Curriculum which connects academic learning with the day-to-day lifestyle & practices of people living in Sukma (Bastar region, Chhattisgarh).



## Learning solutions for different learners co-created

Research has shown that peer learning improves student learning, satisfaction, and retention, as well as enhances communication skills and self-esteem. In diverse classrooms, while peer learning encourages shared learning among students, multimodal learning ensures that all learner types are included and engaged. CoLab, our Research and Design Lab, partnered with United Way, to co-create and design solutions around peer learning and multimodal learning.



## 80+ organisations encouraged micro-improvements across schools

To celebrate micro-improvements and innovation led by teachers and school leaders in schools, 80+ organisations, including Mantra4Change, came together to run a campaign, *School Sawarein Hum*. This campaign aimed to build a collective of grassroots organisations that work for school transformation. The participating organisations also integrated the approach of micro-improvements in their work.



# Micro Improvement Stories from School Sawarein Hum Campaign

## Making Classrooms Smart through Music by Shraddha Maanu Foundation



The teacher's were struggling to create new fun and engaging learning experience for students. To address this, teacher researched and discovered that music is a very effective form of learning in children. Teacher thought using songs in their mother tongue would make it easier for children to understand and retain the concepts being taught.

Incorporating songs in the curriculum had a significant impact. Children enjoyed the sessions and better understood the concept. Music improved their cognitive skills and academic performance. Adding movements encouraged self-expression and improved communication skills.

## Parent Engagement Program by India Foundation for Education Transformation



The HM of Government Primary School in Jyotipur 2 Village of Arunachal Pradesh realized that 90% of the students have low literacy and numeracy skills. If the teacher falls sick, the school has to remain closed. For this he headmaster sought help from the School Management Committee to hire a para-teacher from the local community and partnered with IFET.

The para-teacher has been taking classes 1-3 regularly. The students are visibly happier and more joyful, benefiting from the extra attention and support they receive in the classroom. This initiative has improved the quality of education in the school and alleviated the burden on the government teacher, allowing them to focus on their administrative duties and other responsibilities. Overall, the hiring of the para-teacher has had a positive impact on the school and its students.

## The Significance of Promoting Mother Tongue by Shiksharth



At Porta Cabin, the hostel wardens and teachers seem to disregard the importance of teaching in the mother tongue. While one classroom in Shiksharth provides a platform for students to use words and phrases relevant to their daily lives, this practice was not being implemented throughout the campus. Consequently, students were compelled to communicate in Hindi, causing them to undervalue their native language.

By forming a team of local community educators, devising lesson plans and classroom teaching to provide information about the local context, vocabulary, and stories as content, teaching of mother tongue and surroundings has been integrated in the education policy. The institution is also contributing to the development of contextual content and teaching and learning materials. As a result, students can now tell stories in their native language and use meaningful sentences more effectively for reading and writing.

## HIGHLIGHTS OF THE YEAR

### Accelerating collective action for impact at scale in Punjab

The Punjab Education Collective, comprising Mantra4Change, Sanjhi Sikhiya, Shikshalokam and Samarthya, was awarded the Collective Social Innovation Award by the Schwab Foundation at the World Economic Forum in January 2023. The collective enabled streamlining of school observation and teacher support, improved quality of parent-teacher meetings, building capacity of Block and District- level teacher mentors, through close collaboration with the Department of School Education. Through these and other initiatives led by the state, Punjab rose to the top of the list in the National Achievement Survey, 2021, and Performance Grading Index.

| **2.3 million** students impacted | **19,000** schools improved



### Our learning resources are available to all

To celebrate 10 years of Mantra4Change, we launched generic yet context-aware, plug-and-play solution packages which can be adopted by other CSOs and government agencies. These have been compiled as a resource repository with 1000+ reusable assets including self-learning modules, SOPs, improvement projects, and case studies. We hope that this can promote knowledge sharing and reusability within the ecosystem.

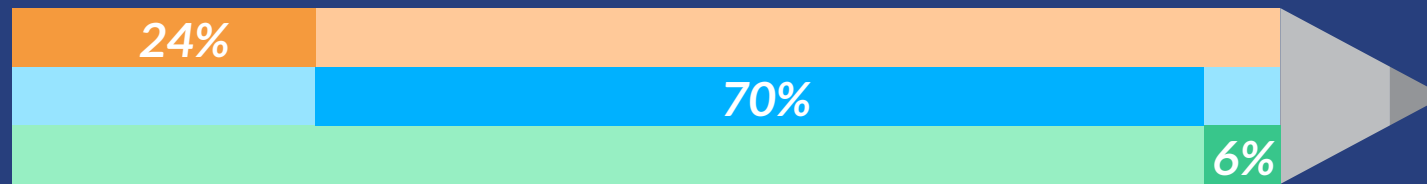
| **1000+** open source assets



## Funds raised and spent (FY 2022-23)

Total Funds Raised: INR 15.5 Cr

Total Expenditure: INR 15.2 Cr



HR/Employee Benefits

Administration

Program and Operations

### Join our quest!

Interested in knowing more about education leadership, or in supporting more education leaders?  
Write to us at [info@mantra4change.com](mailto:info@mantra4change.com)

Donate:



Work with us:



Read our blogs:



Partner with us:





 [www.mantra4change.org](http://www.mantra4change.org)

 [info@mantra4change.com](mailto:info@mantra4change.com)

 [Mantra4Change](https://www.linkedin.com/company/mantra4change)

Office:  
Mantra4Change  
17th Cross Rd, KR Layout, JP Nagar Phase 6,  
Bengaluru, Karnataka 560078

