



Making Learning Fun & Engaging



[#onestepatatime](#)

About Us

Mantra4Change is a non-profit organisation dedicated to transforming public schools in India for millions of children through education leadership. Our approach involves building the capacity of education leaders with state governments, directly enabling schools to create enriching learning environments. We collaborate with a vibrant ecosystem across India, collectively working towards transformative change in education.

Through capacity-building initiatives and creating a dynamic community of changemakers, we strive to address the critical challenges faced by the country's public education system.

Our mission is clear: to ensure that the 200 million young people poised to enter the workforce by 2030 are equipped with the skills and knowledge necessary to thrive in an ever-evolving world. However, we recognise that this goal cannot be achieved without addressing the important challenge of an ineffective school environment, including teaching and parent engagement,

At Mantra4Change, we are committed to enabling education leaders to drive sustainable and continuous micro improvements across 150,000 schools by 2025. By working hand-in-hand with stakeholders at all levels, we are determined to unlock the full potential of every child and pave the way for India's future growth.

Our Vision

Every child receives an enriching learning experience.

Our Mission

Enabling education leaders to drive sustainable and continuous improvements across 1,50,000 schools by 2025



Our Patrons & Board Members



Ms Kumari Shibulal
Patron,
Shibulal Family Philanthropic Initiative



Mr SD Shibulal
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Mr. Ujwal Thakar
Former CEO,
Pratham



Mr. Nikunj Jhaveri
Founder & Chairman,
Systems Plus Group

Legal Name
Mantra Social Services

Date of Registration
27 March 2013

Foreign (Contribution)
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Name & Designation of
chief functionary
**Santosh More,
Co-Founder & Director
Mantra4Change**

Founder's Note

An African proverb wisely states, "If you want to go fast, go alone. If you want to go far, go together." The collective efforts of individuals can lead to impactful change. Reflecting on the past year, I see that the story is not just about Mantra4Change but also about a movement—Shikshagraha: *Every Step Towards Education*. It's a story of collective action, where the government, CSOs, funders, and passionate individuals come together to drive a singular, transformative agenda: transforming government schools in India for millions of children through education leadership.

Mantra4Change, a co-orchestrator and committed ally to Shikshagraha, remains steadfast in its core mission: enabling Education Leaders from system to school with the right environment and skills to ultimately enhance student learning outcomes. This past year has been exceptional. We've reached new heights. We laid the foundation of Project-based learning in Bihar with SCERT and the Backward Classes department in Andhra Pradesh. We forged powerful partnerships with EAA, Kotak Education Foundation, Kalburgi District Education Dept, Videos For Change, and Bihar SCERT to amplify our reach and impact.

We are deeply grateful to our dedicated team, unwavering supporters, and, most importantly, the education leaders transforming public schools in India. Your commitment fuels our passion and inspires us to reach even greater heights. As we move forward, our focus remains unwavering:

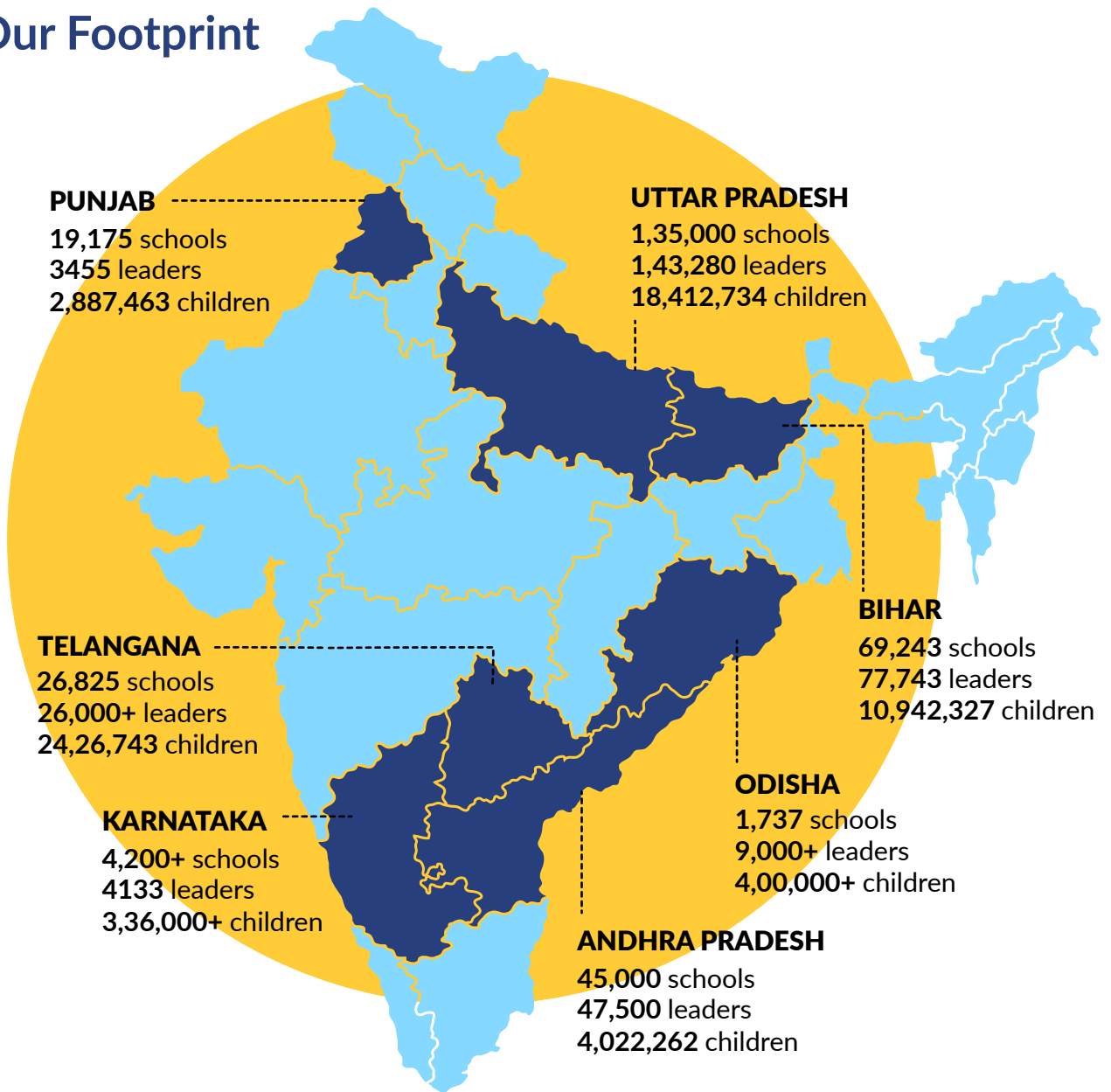
- **Scaling our impact:** We are committed to working with systems and CSO partners to reach more schools and empower more education leaders.
- **Deepening our impact:** We will continue to refine our programs, ensuring they deliver the most effective leadership development.
- **Advocating for equity:** We will champion the cause of education equity, ensuring every child in India has access to quality education led by inspiring leaders.

Together, we can create a future where government schools are not just places of learning but hubs of innovation, empowerment, and opportunity. All we need to do is take one **STEP** at a time to **scale for impact, speed for impact, and sustain for impact**. Thank you for being part of this transformative journey.

Santosh More & Khushboo Awasthi
Co-Founders, Mantra4Change



Our Footprint



*Transforming Government Schools In India
For Millions Of Children Through*

1 *System Transformation*

Education Leadership **2**

3 *Collective Action*



for improved student outcome





SYSTEM TRANSFORMATION



UNLOCKING RESOURCES FOR DIETs IN BIHAR

Bihar, one of India's most populous states with 20 million school-going students, relies on over five lakh government school teachers to nurture the future of 75 thousand schools. However, concerns arise regarding their preparedness for this monumental task. Recognising the pivotal role of DIETs, we started our program in Bihar in 2021, aiming to do systemic reforms and enhance educational leadership. An MOU with SCERT Bihar paved the way for empowering the DIETs through need analysis and effective capacity building.

The DIETs in Bihar previously faced limited financial autonomy. Expenditure exceeding Rs 50,000 necessitated approval from the Director, SCERT, leading to multiple follow-ups and administrative hurdles, often limiting the DIETs from spending beyond this threshold. In response to this challenge, the limit for DIETs was raised to Rs 12 lakh annually. However, concerns regarding financial irregularities and complexities in expenditure persisted as a significant issue.

Mantra4Change facilitated financial training sessions for DIETs, addressing their technical knowledge gaps, particularly in utilizing the Government E-marketplace (GeM) portal for procurement. State-level orientation sessions were conducted, accompanied by synchronized calls with DIETs, encouraging them to use GeM for procurement.

As a result of these efforts, all 33 DIETs in Bihar are now registered on GeM and equipped with a thorough understanding of transparent procurement processes and financial regulations. Consequently, the procurement process has become expedited, with DIETs now adept at utilizing the GeM portal.

This has streamlined their operations, resulting in increased efficiency and expenditure. In the fiscal year 2022-23, DIETs utilized approximately 95% of their allocated budget for procurement, marking a substantial improvement in infrastructure and operational capacity compared to previous years.

Strengthening District Institutes of Education and Training (DIET) in Bihar

The Gap

Surveys and assessments highlighted the inadequate preparedness of DIET lecturers, hindering their ability to cater to the diverse needs of schools. Weak linkages between DIETs and schools further exacerbated the situation, impeding the exchange of expertise and resources. Moreover, the underutilisation of available resources dampened their impact on statewide teacher education and educational outcomes.

The Intervention

In response, the intervention targeted three key areas. Firstly, comprehensive training programs were initiated to enhance the technical skills of DIET lecturers, ensuring they were better equipped to meet the demands of school education. Secondly, District Institutes of Education and Training (DIETs) were empowered to develop district-specific annual plans, fostering stronger engagement with district and external teachers. Lastly, efforts focused on maximising resource utilisation by disseminating Foundational Literacy and Numeracy (FLN) concepts and conducting tailored online refresher training programs. Additionally, Micro Improvement Projects (MIPs) were launched to evaluate effectiveness.

The Impact & Outcome

The impact of the District Empowerment Project (DEP) was significant. Across three phases from April 2023 to March 2024, DEP enhanced teacher capacity through digital courses and MIPs. Notably, participation rates ranged from 25% to 29%, with completion rates averaging 68%. Enrolment figures reached 96,408 teachers, with 63,795 completing courses. Furthermore, 19 MIPs were conducted to support teacher development further, showcasing the project's comprehensive approach towards improving education in Bihar.



2,65,047

Teachers Reached Statewide

28%

Average Participation Rate

68%

Average Completion Rate

96,408

Teachers Enrolled

63,795

Teachers Completing Courses

19

MIPs Conducted

CREATING A SCHOOL SUPPORT SYSTEM IN TUMKUR

The District Education Transformation Program (DETP) in Tumkur, led by Mantra4Change in partnership with two other organizations, aims to revolutionize education through the School Support System and Cluster Support System. These innovative programs provide school leaders and cluster resource persons with knowledge and resources to create safe and innovative learning environments. Monthly review meetings at various levels facilitate problem-solving and knowledge-sharing, while a quarterly newsletter captures progress and best practices. The DETP also addresses critical needs such as teacher motivation, administrative overload, and lack of training for educational functionaries. By empowering school and cluster leadership, fostering professional learning communities, and enhancing teacher professional development, DETP aims for sustainable change and continuous improvement in the education system. Through mentorship, training, and support, the program strives to create a community of motivated instructional leaders dedicated to fostering innovation and excellence in education.

Govt. Primary School Kemkere at Kunigal block is a small school with 8 children, and all the parents attend the meeting and discussed their children's learning progress. It was special that all the mothers actively participated in taking teachers' opinions about their child's learning updates. A good amount of local resources contributed to the school's development.

Smt. Mamatha Mani
Senior Lecturer
DIET Tumkur



CO-CREATING A MONTHLY ORIENTATION STRUCTURE WITH SCERT BIHAR

SCERT Bihar established a monthly orientation framework to support teachers' adoption of project-based learning (PBL), complementing existing residential training and DIKSHA courses. This initiative addressed the gap in post-training support often encountered by educators. Beyond facilitating communication from the state to schools, it created a platform for teachers to exchange best practices. By providing ongoing guidance and opportunities for collaboration, the structure ensured sustained professional development and enhanced implementation of innovative teaching methodologies.



ADOPTION OF MONTHLY PEER LEARNING SPACES BY DIETs IN NORTH KARNATAKA

Mantra4Change, cocreating the School Leadership Development Program (SLDP) with DIET, established the need for block-level leaders to support the Head Masters (HMs) in driving School Improvements. Having identified the need for a space for high school HMs to come together once a month to discuss school improvement challenges and share best practices as part of the SLDP, DIET has set up block-level peer learning circles(PLC). DIET has identified block leaders (BRPs and ECOs) and built their capacity to anchor these PLCs to foster a learning environment for HMs. Mantra4Change has been instrumental in building block leaders' capacity and HMs' capacity. DIET also uses these PLCs to build the HMs' capacity on the month's topic. While the primary focus is decentralised, block-level capacity building, DIET provides additional online training based on specific needs. A system-level change can be seen in how DIET has leveraged the stakeholders and structures in the district to implement the SLDP.



Head Teachers may readily solve issues at their schools, get knowledge about problem-solving techniques, and create action plans for the improvements their schools require from the learning circle. Likewise, when we receive appropriate, qualified training on academic development, administrative growth, and self-development in addition to school activities, an effective learning environment enables us to freely solve our personal and school-related difficulties.

Smt. Basavarajeswari
Head Teacher
GHS Hotpeth, Shahapur



PARENT-TEACHER MEETING (PTM) DATA ON THE STATE APP & DASHBOARD IN TELANGANA

The integration of PTM data and resources into the state's existing app emerged from a strategic alignment with ongoing data capture initiatives. Concerns over potential user burden led to the decision to incorporate PTM-related features into the existing infrastructure rather than introducing a separate platform. This consolidation not only streamlined data collection but also enhanced accessibility for Headmasters (HMs) and improved data accuracy. Prior reliance on manual reporting methods yielded inconsistent and unreliable data, highlighting the necessity for a more integrated solution. The successful implementation witnessed substantial parent engagement, with an average of 6.5 lakh attendees per meeting, underscoring the effectiveness of the revamped system in capturing and utilizing PTM data.



Rakshit's Story of Pursuing Passion



Rakshit, a 12-year-old ARISE-KPS School, Anekal student, is curious and enthusiastic about learning. His parents, humble vegetable vendors living in challenging conditions, found it difficult to support Rakshit's passion for science. However, everything changed when Rakshit discovered the 'Natkhat Lab' at his school. Natkhat Lab is Mantra4Change's affordable STEM Labs that gives hands-on experience to students on various complex science concepts. Rakshit was mesmerised and intrigued by what he could do in the lab, he made some fantastic working models, and there was no going back. He prioritised his newly discovered passion and broke the shackles of family tradition to pursue it.

What makes Rakshit's story a success?

Out of desperation and fear for their child, his parents even imposed sanctions on him and asked him to choose either one of two: to live with them and do what they wanted or pursue his education and expect no support. Even though his parents didn't have enough trust in him, Rakshit refused to listen to them and stayed true to his desire to keep pursuing his education seriously. The time he spent exploring and learning in his school's science lab gave him confidence and trust in himself as he prioritised his education, despite challenges in his family environment.



The curiosity imbibed within him with the introduction of the science lab helped Rakshit understand what he wanted. The lab also helped him socialise with his peers, engage with teachers, and discover his interest and abilities. It provided him a platform to showcase the knowledge and learnings he had gathered, motivating him to break the family pattern and choose a path of education instead. Rakshit's father told his teachers later, "Being confident and determined doesn't mean you're always right; it means you're not afraid to make mistakes."

ವೈಜ್ಞಾನಿಕ ಸಂಶೋಧನೆಗಳು

- 1948 - ಬಾರ್ಲೆನ್ ಪ್ರಥಮ ಕೃಷಿ ಸಾಧನ
- 1948 - ಕೆ.ಎಸ್. ವೆಂಕಟೇಶ್ ಸಾಧನ
- 1951 - ಮೊದಲ ಜನಜನಾಭಿಮಾನಿ ಸಾಧನ
- 1952 - ಕುಲಬಂಜಿ ಕೃಷಿ ಸಾಧನ
- 1982 - ನೆಚರ್‌ನ ಸಾಧನ
- 1987 - ರಾಜ್ಯದ ಜನಜನಾಭಿಮಾನಿ ಸಾಧನ
- 1995 - ವಿಶ್ವವಿದ್ಯಾನಿಲಯ ಸಂಶೋಧನೆ ಸಾಧನ
- 1948 - ಬಾರ್ಲೆನ್ ಪ್ರಥಮ ಕೃಷಿ ಸಾಧನ
- 1927 - ಬಾರ್ಲೆನ್ ಪ್ರಥಮ ಕೃಷಿ ಸಾಧನ
- 1851 - ಬಾರ್ಲೆನ್ ಪ್ರಥಮ ಕೃಷಿ ಸಾಧನ
- 1923 - ವಿಶ್ವವಿದ್ಯಾನಿಲಯ ಸಂಶೋಧನೆ ಸಾಧನ
- 1818 - ಪ್ರಥಮ ಕೃಷಿ ಸಾಧನ



ಓದಿ 34 :
 ಕೃಷಿ ಸಾಧನಗಳು - ವಿವಿಧ
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 10
 PUSH





D.K. Baglu School, Before Renovation

Days	Months
Monday	January
Tuesday	February
Wednesday	March
Thursday	April
Friday	May
Saturday	June
Sunday	July
	August
	September
	October
	November
	December



EDUCATION LEADERSHIP



ENABLING THE EDUCATION LEADERS IN KALABURAGI, KARNATAKA

Kalaburagi district faces challenges reflected in low NAS scores and SSLC results. High School Heads (HMs) have not received capacity-building sessions in three years, expressing a need for self-development spaces, community involvement, departmental process understanding, and time management skills. Establishing a shared vision for school improvement among School, Community, and Department is essential. Parental engagement in children's education is lacking, while teachers seek platforms for professional development and appreciation.

Our Approach

School Improvement +
Problem-Solving Approach

Enabling Leadership and
leveraging existing systems

91%
Workshop Participation Rate

4
Learning Circles organised

100%
High school heads engaged

Positive Feedback
from teachers

**Enhanced Professional
Development**
Through workshops and
Learning Circles

SAMARTHA Project

The Samartha project prioritises the School Leadership Development Program (SLDP), which encompasses self-development and academic and administrative elements. In the academic year 2023-24, the project conducted two in-house capacity-building workshops and four Learning Circles for high school heads, focusing on various subjects, including Stress Management, School Action Plan (SAP), Right To Information Act (RTI), and more. These Learning Circles were facilitated by block-level educational functionaries, primarily Education Co-Ordinators (ECOs) and Block Resource Persons (BRPs). All school heads implemented school improvements, followed by Pragathi Hejje, an annual flagship event by Mantra4Change, where we recognised their efforts.



Key Impact & Outcome

91% of high school heads actively participated in workshops addressing SWOT (SWOT stands for Strengths, Weaknesses, Opportunities, and Threats) analysis, School Leadership, School Improvement projects, and more. Learning Circles were organized, providing a platform for mentoring and peer learning, where school heads discussed challenges and best practices. Additionally, input sessions on various subjects were conducted to enhance professional development. Teachers appreciated the activity-based sessions for fostering reflective practice and critical understanding.



I got the chance to take part in the activity-based learning training, SAMARTHA. This type of training is necessary to boost our creativity and vitality as head teachers. In addition to improving our performance, leadership and managerial skills will help us in many ways.

Mr. Basavaraj G
Head Teacher
GHS Tinthani, Surpur block





BUILDING A STRONG CADRE OF BLOCK EDUCATION OFFICERS IN UTTAR PRADESH

In Uttar Pradesh, the 'NIPUN Bharat Mission' aims for educational excellence, driving the Department of State Education's launch of the 'School Leadership Development Program' (SLDP). School leaders are pivotal in improving school quality and ensuring all children receive a quality education.

The Gap

Before SLDP, there was a lack of focused efforts in Uttar Pradesh to enhance the leadership capabilities of school leaders. School heads faced challenges in driving continuous school improvements, engaging communities, and fostering peer-driven communities of practice.

The Intervention

SLDP commenced with 4-day residential workshops for 30 Block Education Officers (BEOs), and extended to 100 BEOs as part of the 'Super 100' cohort. These workshops covered leadership development topics and facilitated engagement with the 'NIPUN Bharat objectives.' Additionally, monthly activities such as workshops, webinars, and action learning sessions were tailored for over 133,000 school heads across 133,000 schools in Uttar Pradesh, aiming to energize and catalyze them, build competencies for continuous improvement, and nurture peer-driven communities of practice.

The Impact & Outcome

SLDP's implementation led to enhanced leadership capabilities among school heads, driving continuous school improvements and fostering engagement with communities. Regular capacity-building activities facilitated competency development and the establishment of peer-driven communities. The program's success is evident through increased participation in workshops and action learning sessions, fostering a culture of continuous improvement and collaboration among school leaders across Uttar Pradesh.



10
Workshops Conducted

50
New BEOs Onboarded

400+
Officials engaged

4
Review Meetings Conducted

77%
Attendance achieved

16
Peer-learning meetings facilitated

25+
Field visits conducted

133,000+
School heads engaged

4-5 hours/month
Monthly activities dedicated

SCHOOLS IN PUNJAB SUCCESSFULLY IMPLEMENT A MINIMUM OF TWO SCHOOL IMPROVEMENT PROJECTS

The leadership cadre of the education structure faces challenges in effectively engaging with School Leaders (SLs). The absence of middle management poses difficulties in cascading and implementing crucial initiatives from higher levels to SLs and other school administrators. The existing operational workload of SLs often takes precedence, resulting in a lack of motivation and bandwidth to undertake new initiatives. This lack of leadership and coordination hampers the successful execution of essential reforms and improvements.

In May 2023, a 3-day orientation program for Punjab Government school leaders aimed to enhance academic excellence and clarify roles. In November 2023, another orientation introduced principals to the Punjab Academic Coaching for Excellence Program (PACE), a coaching program for competitive exams like JEE and NEET. Additionally, a 2-day capacity building in February 2023 targeted capacity building of subject teachers for PACE.





ENABLING EDUCATION LEADERS TO MAKE SCIENCE FUN AND ENGAGING IN THE GOVERNMENT SCHOOLS OF BIHAR

According to the National Achievement Survey 2021, Bihar's Grade 8 Science performance lags behind the national average, with 71% of students at basic or below-basic levels. Recognizing the urgent need for intervention, it was observed that science teachers lacked resources beyond textbooks. To address this, project-based learning emerged as an innovative pedagogical approach with a proven positive effect on academic achievement. We focused on building the capacity of the education leaders by giving them training, resources, and handbooks to help them implement project-based learning (PBL) programs in 29000 government schools of Bihar. With a focus on hands-on learning methods, PBL aims to enhance students' analytical skills and ignite interest in science.

Amazing changes are being seen in students due to Project-Based learning. Children look forward to creating projects that connect them with the problems around them. Critical thinking and discipline develop in them. They develop an understanding of science concepts by connecting them with their regular routine. A sense of healthy competition is now developed in my classroom. Children try to reach some conclusions through their projects. Project-based learning brings positive, permanent changes in their nature. The truth is that every student is becoming a little scientist who can become a great scientist in the future.

Nisha Lal
Teacher, Government School
Siwan





Key Features of Project - Based Learning

1

Mapped with Learning Outcomes of Science Textbooks: Each project will be mapped to the learning outcomes of Bihar science textbooks for grades.



Learning By Doing: Projects use engaging hands-on techniques to impart learning. Students are taught and encouraged to use skills such as experimenting, conducting tests, surveys, developing hypotheses etc.

2

3

Low-cost Resources: Projects will utilize physical resources that are likely to be readily available on average school premises.



Enabled on DIKSHA: Projects are enabled at scale leveraging DIKSHA, empower them with data and evidence. Continuous data collection from the government-recognized platform will help with institutionalization practices as well.

4

Project-Based Learning (PBL) is currently being implemented in **15645** government schools of Bihar.

99.6% of teachers reported students had high or very high energy levels during **PBL**.

97% of teachers consider understanding science concepts in **PBL** as very significant or significant.

96% of teachers believe that more than **50%** of students learn concepts through PBL.

6 days of residential training were conducted at SCERT and different **DIETs** (District Institute of Educational Research and Training).



A State-wide Celebration of Science in Bihar

Mantra4Change organized a state-level science fair in Patna, Bihar, recognizing the need to make science education more engaging and accessible, particularly in government schools where resources may be limited. Acknowledging that traditional teaching methods often fail to ignite students' interest in science, initiatives like Project-based Learning (PBL) have emerged as a promising solution.

Government schools, facing resource constraints and sometimes lacking adequately trained teachers, often struggle to provide the kind of interactive and experiential learning experiences that can make science come alive for students. However, events like the state-level science fair serve as a platform to bridge this gap.

The fair showcased a wide range of projects, each demonstrating how science can be applied to real-world problems. Students from diverse districts participated, showcasing their creativity and problem-solving skills. Notably, the fair received support from educational authorities, signalling a collective commitment to fostering enthusiasm for science education.

Figures from the State Council of Education Research and Training (SCERT) and the Department of Education actively engaged with participants, highlighting the importance of innovative teaching methods and hands-on learning experiences. With over 120 projects on display, the fair underscored the potential of initiatives like PBL to transform science education and inspire the next generation of scientists and innovators.

Some innovative projects from the showcase

A working model that stops soil erosion



A project simplifying fire safety along with explaining the concept of burning of fire

A working model of waste water treatment



A working model to explain the rotation and revolution of the earth



A pair of shoes for the visually impaired that alerts them if there is an obstruction





PROJECT-BASED LEARNING ENHANCES STUDENT OUTCOMES IN ANDHRA PRADESH'S BACKWARD CLASSES WELFARE SCHOOLS

93% of the surveyed teachers have undergone PBL training, and **90%** of these teachers reported improved teaching skills as a result.

83% of relevant surveyed teachers said PBL resources are easily accessible, and **70%** of the surveyed headmasters said that PBL resources are contextualised as per student learning needs

96% of the surveyed headmasters and **94%** of the surveyed teachers felt that PBL classes helped students develop 21st-century skills.

9 out of 9 government officials interviewed recognised PBL as a program that adds value and should continue. All 9 of them want PBL to be integrated into regular classrooms.

80% of the surveyed teachers intend to continue using the PBL-based approach and classes in the future, and **95%** of them would like to recommend it to other teachers.

In addition to Bihar, we implemented the PBL in Andhra Pradesh's Backward Classes Welfare Residential Educational Institutions. We conducted a third-party assessment there through ConveGenius. This longitudinal study evaluated the effectiveness, impact, and sustainability of the PBL intervention. Using a difference-in-difference quasi-experimental design, it compared student learning outcomes and qualitative feedback from various stakeholders between treatment and comparison groups. Assessments were conducted in September 2023 and March 2024, involving 5,005 students across Grades 6 and 7 in English and Math.

The Difference-in-Differences (DiD) analysis showed that the Treatment group consistently outperformed the Comparison group in both English and Math. The most significant growth was observed in Grade 7 Math, with Treatment improving by 49 points compared to 28 for Comparison, leading to a 35% increase in Grade readiness versus 18%.

Key enablers for successfully implementing the PBL program in MJAPBCW residential schools included strong MJP Society leadership, our proactive program team, and an efficient leadership committee formed by the MJP Society. Unanimous acceptance and high participation from stakeholders, especially students, further facilitated the program's success, as evidenced by qualitative feedback and classroom observations.





Glimpses of Project-Based Learning

INNOVATIVE PEDAGOGY LEADING TO IMPROVED STUDENT OUTCOME IN ARISE SCHOOL, BENGALURU

Maths Competency:

90% achieve grade-wise competency.

Language Proficiency:

Over 70% reach proficiency in Kannada, with progress in sentence and paragraph levels.

Classroom

Transformation:

50% transform into resource corners, leading to a 50% increase in self-learning.

Parental Involvement:

Attendance of an average of 150 parents elevates community involvement.

The ARISE project aims to overhaul schools by addressing gaps in student achievement, confidence, and resource utilisation. Traditional teaching methods and limited extracurricular opportunities are challenges it tackles. ARISE engages teachers, students, parents, and local bodies to intervene comprehensively. Through innovative pedagogy and teacher training in Teaching Learning Materials (TLMs), traditional classrooms become dynamic learning spaces.

Post-intervention, significant improvements are noted: over 90% of students achieve grade-level competency in Maths, with notable progress in Kannada proficiency. Student progression increases, along with enhanced language skills and self-learning. Classroom transformations and extracurricular activities improve outcomes and community engagement. Parents' involvement, including establishing reading corners at home, enhances family engagement. The ARISE project drives positive change in schools and communities, fostering holistic student development in line with its mission.

Student Mock Parliament

In a country like India, where young people make up most of the population, early political awareness and participation are essential for developing an accountable and responsive democracy. However, in government schools, the focus is mainly on foundational literacy and numeracy and how to provide it to the masses, and the need for more resources and infrastructures further constrains them. We organised the 'Mock Parliament' to bridge the traditional education system and the pressing need to cultivate civic engagement and critical thinking skills among students. While government schools face resource constraints, integrating such experiential learning programs becomes crucial to bringing a sense of responsibility and civic duty to students. Early political awareness through activities like the Mock Parliament helps students gain insights into parliamentary procedures and develop a nuanced understanding of societal issues. This empowers them to become active, informed citizens capable of contributing meaningfully to the democratic process.



STRENGTHENING THE CLUSTER RESOURCE CENTRES (CRC) IN ANEKAL FOR IMPROVED STUDENT OUTCOME

We conducted a third-party assessment in Anekal, Bangalore, for our Project for Active Cluster Engagement (PACE) program, evaluating its effectiveness and guiding future strategies. The study involved ten clusters—five from PACE and five from the Block Education Transformation Project (BETP) —covering various geographical areas. In each cluster, two schools and one Cluster Resource Centre (CRC) were included, with 638 respondents: 10 CRPs, 20 Headmasters, 130 Teachers, 397 Students, and 41 Parents.

PACE aimed to enhance collaboration, leadership, and administrative efficiency in educational clusters, aligning with the National Education Policy. The assessment tested if strengthening clusters improve school environments and student outcomes, revealing positive impacts on resource sharing, leadership, community involvement, and collaboration, providing valuable insights for future program design and implementation.



THE CONCLUSION FROM THE ASSESSMENT

Good Performing Block

- Strengthened Cluster Resource Centres (CRCs) & Cluster Resource Groups (CRGs)
- Increased collaboration among stakeholders
- Focus on Leadership development Streamlined administrative processes



Good Performing Clusters

- Clusters have shown varying degrees of improvement in all the five outcome areas:
- Cluster Academic Meetings (CAMs) & supportive supervision of CRPs stand out
 - 8/10 clusters showed >60% score across 5 domains



Good Performing Schools

- Trends identified that stronger clusters have more presence of better performing schools
- Regular and effective classroom observations
 - High involvement of teachers in decision making processes
 - Schools conducting extracurricular activities



Good Performing Outcome

- Statistically proven that stronger clusters lead to better student outcomes
- Better clusters and better schools show better academic scores of grade 3&7 students (Literacy & Numeracy)



The Joy of Learning at the Centre of Education

Journey through welfare and education

Working with Mr. Krishna Mohan, Secretary, MJP Society, for more than two years, we continue to be fascinated and inspired by his leadership style. His leadership journey started as a District Welfare Officer in 1998. He came with a background in education, owing to his Post Graduate Diploma and two years of teaching English as a postgraduate teacher. From there to his current role as the Secretary of the MJP Society, his journey took him across different roles working with children, but a

The Challenge

However, this doesn't come without its set of challenges. He identified a problem unique to the residential school system - a disconnect between the community and the school, and the lack of participation and engagement of parents in their child's education.



Parent-Teacher Meetings and Building Connections

Once this problem was identified, Mr Krishna Mohan and Mantra4Change co-created a solution to re-conceptualise PTMs as spaces to share information, celebrate student achievement, build a sense of community and promote positive relations amongst students, parents, and the school. To energise the parent community and foster a welcoming environment, the first PTM in April 2023 was organised as a Community Outreach event, aiming to bring together parents, students, and school members for information sharing, fun activities, and showcasing students' talents in art, craft, and Wealth out of Waste (WoW) models.



"My principle has been that children have to enjoy their education. And enjoyment of education would mean not just academics. It's important to instil some hobbies in each child. They should be able to feel happy when they complete their education and that they have added some value to their life. I want to see them live happily when they grow up."

Mr. Krishna Mohan,
Secretary,
MJP Society







COLLECTIVE ACTION



SHIKSHĀGRAHA

Shikshāgraha is an education movement jointly led by Mantra4Change and ShikshaLokam to improve and transform 1 million public schools across India by 2030.

Shikshāgraha aims to bring the Indian education ecosystem together to ensure that all children in public schools access quality education and can lift their families out of poverty.

The movement recognises that we will never be able to ensure an equitable future for all our children if we continue to work in silos. We must collaborate, co-create solutions, make data-informed decisions and persist in facing challenges. We can only ensure that every child receives quality education if we work together.

It invests in the agency of stakeholders on the ground, who understand the challenges and opportunities best, to own and lead improvements [in classrooms and schools], leading to enhanced learning outcomes for children.



We visited 27 districts across India, understanding the ground needs



Weaving an ecosystem of CSOs: Engaged with 50 organisations across India



Building an ecosystem of 20+ partners who are working in 25 districts across the country



40+ organisations from 4 states unbundled working at districts and engaged in a deeper understanding of decentralised action and shaping various collectives in state and districts



Shared vision building, learning from each other, and creating assets are some of the key exercises in which we are engaging.

Shikshāgraha's Mission:

Bring the **education ecosystem** together to ensure that every child in the public school system has access to **quality education**

How are we doing it?

Catalyzing decentralized action for program design and implementation

1

Leveraging the approach of Micro-Learning and Micro-Improvements

2

Co-create Micro-Improvements based programs with cluster & block system actors

3

Utilizing national digital infrastructure DIKSHA

4

By joining Shikshāgraha, organizations:



Build "Body of Knowledge"



Leverage Technology



Get Networking Opportunities



Get Capacity Building Support

**SCAN THE QR AND
JOIN THE COLLECTIVE!**



TELANGANA EDUCATION LEADERSHIP COLLECTIVE

Over the period from July 2023 to April 2024, more than 26,000 schools have conducted 10 monthly Parent-Teacher Meetings (PTMs), focusing on seven key themes. A dashboard has been developed to systematically capture PTM data and upload essential resources, which has been integrated into the State App for streamlined accessibility. Moreover, over 6,000 volunteers have actively supported vulnerable children through the state's flagship volunteering program. In an effort to foster collaboration, Vidya Kadambam, a conclave engaging approximately 120 participants from government bodies, over 15 Civil Society Organizations (CSOs), corporates, and youth volunteers, was organized to initiate a dialogue and explore avenues for partnership and synergy in education initiatives.



PARTNERSHIP FOR IMPACT IN ODISHA

We onboarded five organizations in Odisha to establish a collective aimed at steering planning and strategy for schools catering to Scheduled Castes (SC), Scheduled Tribes (ST), and Backward Classes (BC). This initiative has included orchestrating a tendering process for implementing Spoken English and STEM programs, utilizing departmental budgets effectively. Additionally, a long-term planning endeavor has been initiated, culminating in the drafting of a comprehensive residential education policy. This collective effort has been facilitated through program planning by each participating organization. Key partnerships have been made with entities such as Pratham Books, Karadipath, Tan 90, Sportz Village, and Shiksharth, emphasizing a holistic approach to education enhancement and community development.





Glimpses of Vidya Kadambam (2024)

Building Entrepreneurial Skills in Children

GHPS Old Chandapura, Bangalore is a semi-urban school under the Chandapura municipality with a total enrollment of 180 students and four teachers. After only a month of the school reopening, the students and teachers faced a challenge; there was no water source, and the tank was broken. This is the story of how collective action at Old Chandapura solved a problem in a new and innovative way. As the bureaucratic process of getting funds for a new water tank took time, students had to fetch water from a distance, causing a disturbance in their academic routine. The longer it took to resolve the issue, the longer students spent time away from their classroom and books to fetch water.

What worked at Old Chandapura?

After discussing the water problem, the students found an innovative solution inspired by their entrepreneurial spirit from the summer camp. They used their painting skills learned during the summer camp to raise funds. With newfound project management knowledge from the camp, they approached the ARISE team for support in finding buyers.

Over a week, the student leaders continuously tried to create beautiful paintings, combining their recent work with pieces they had completed during the summer camp to create an impressive collection.

Just as they were working through ideas of where and how to sell the paintings, Khushboo, co-founder of Mantra4Change, approached them, looking for handmade gifts she could use at an event. By a stroke of luck, what Khushboo had in mind was precisely what the ARISE team was looking for on behalf of the students of Old Chandapura.



"Today, I felt incredibly happy because my students, whom we had seen engaging in notorious activities in the class previously, showed great empathy towards other students and the school. It was a heart-touching moment for us. Finally, the water problem has been resolved. Kudos to our student leaders!"

Rounak Jahan,
Assistant Teacher
Government Higher Primary School,
Old Chandapura



EVENTS & CELEBRATIONS

InvokED is a global dialogue on education leadership. It brings together diverse actors to catalyse collective action to enable them. In the three editions so far, we have explored how education leadership is key to ensuring sustainable improvements in the education ecosystem and how Sarkaar (government), Samaaj (civil society) and Bazaar (markets) can enable collective action to build a movement towards education equity.



At the third edition of InvokEd, we built the momentum for the people's movement for education equity – Shikshāgraha. Over two days, along with 750+ participants and 70+ speakers, we identified ways to catalyse different elements of movement building. We also defined the next steps to shape this movement together so all our children can dream, learn, and succeed.

In March this year, we gathered our teams from across states for the four-day annual step-back event, *Mantra Manthan 2024*, in Bengaluru. This year's theme was "People, Purpose, and Partnerships," where we celebrated our collective strength, reaffirmed our mission, and emphasised the importance of collaboration. It was a powerful start to the new academic year, filled with learning, sharing, and strategising.



AWARDS & RECOGNITIONS



Our Co-Founder, Khushboo Awasthi, was awarded the prestigious *Ashoka Fellowship* for her impactful work towards education through her commitment and constant innovation in building Mantra4Change and Shikshalokam over the past decade.

She also led the panel on K-12 education innovation at *ASU+GSV Summit*. She highlighted the importance of partnerships between governments and CSOs, emphasizing child-centred, community-specific approaches. The discussion sparked a call to action for collaborative programs aiming to revolutionize

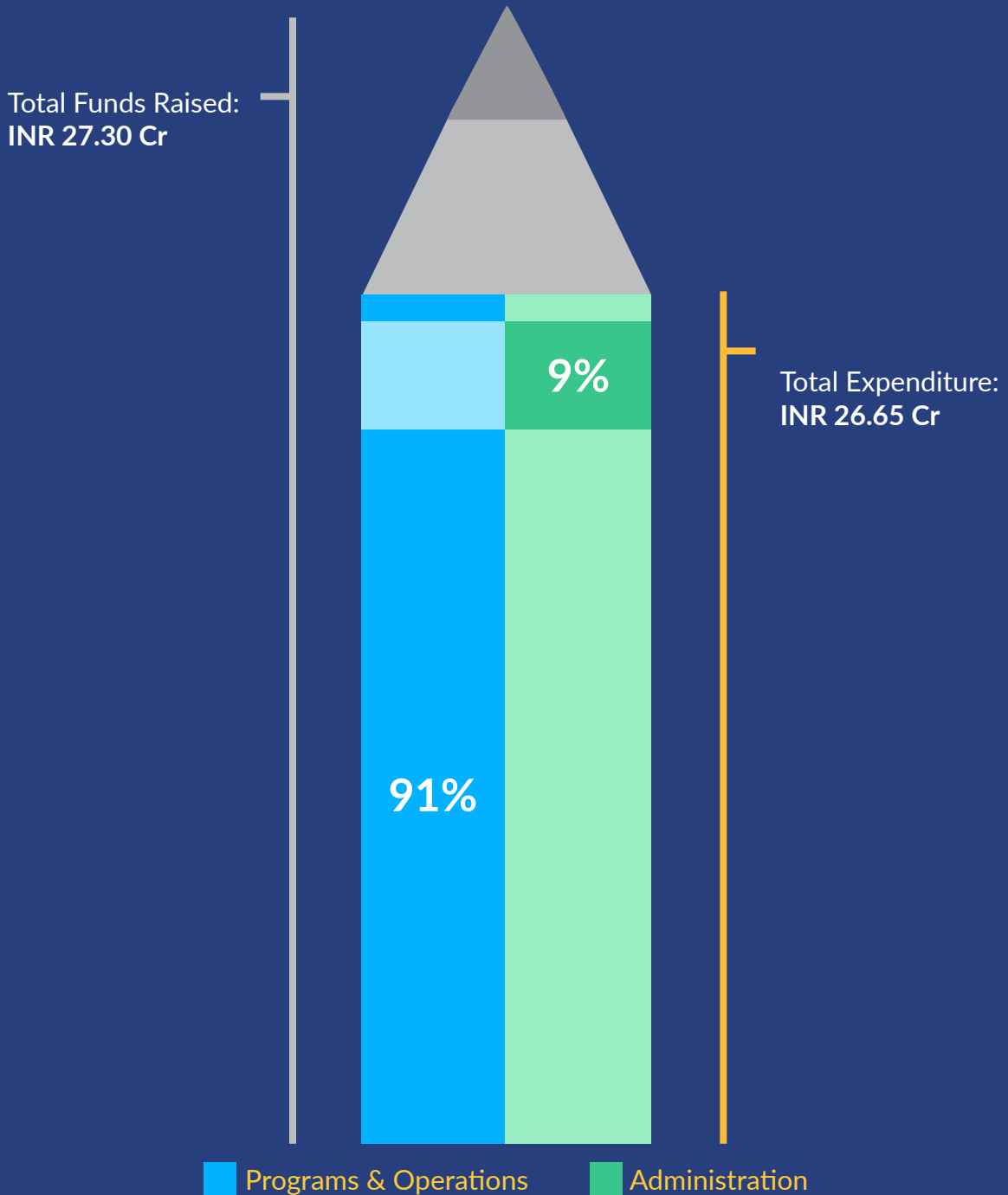


Our COO, Rucha Pande, joined *Schwab Foundation* for Social Entrepreneurship's Brazil Learning Journey, aimed at solving societal challenges through new and innovative approaches. Our Program Director, Saurabh Singh, participated at the *World Innovation Summit for Education* (WISE) in Doha, Qatar, where he spoke about 'Tackling Education Inequity through Experiential Learning'.



Our Program Manager for ARISE, Basavaraj Divatagi, was awarded two national-level awards - *Exemplar Award* for 5 Year Long Service in Education and Staff with Remarkable Contribution - by Tech Mahindra Foundation for his commitment and dedication towards All Round Improvement in School Education (ARISE) program.

FINANCIAL SUMMARY 2023-2024



Join Our Quest!

Interested in knowing more about education leadership, or in supporting more education leaders? Write to us at info@mantra4change.com

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Enabling Education Leaders

#onestepatatime

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