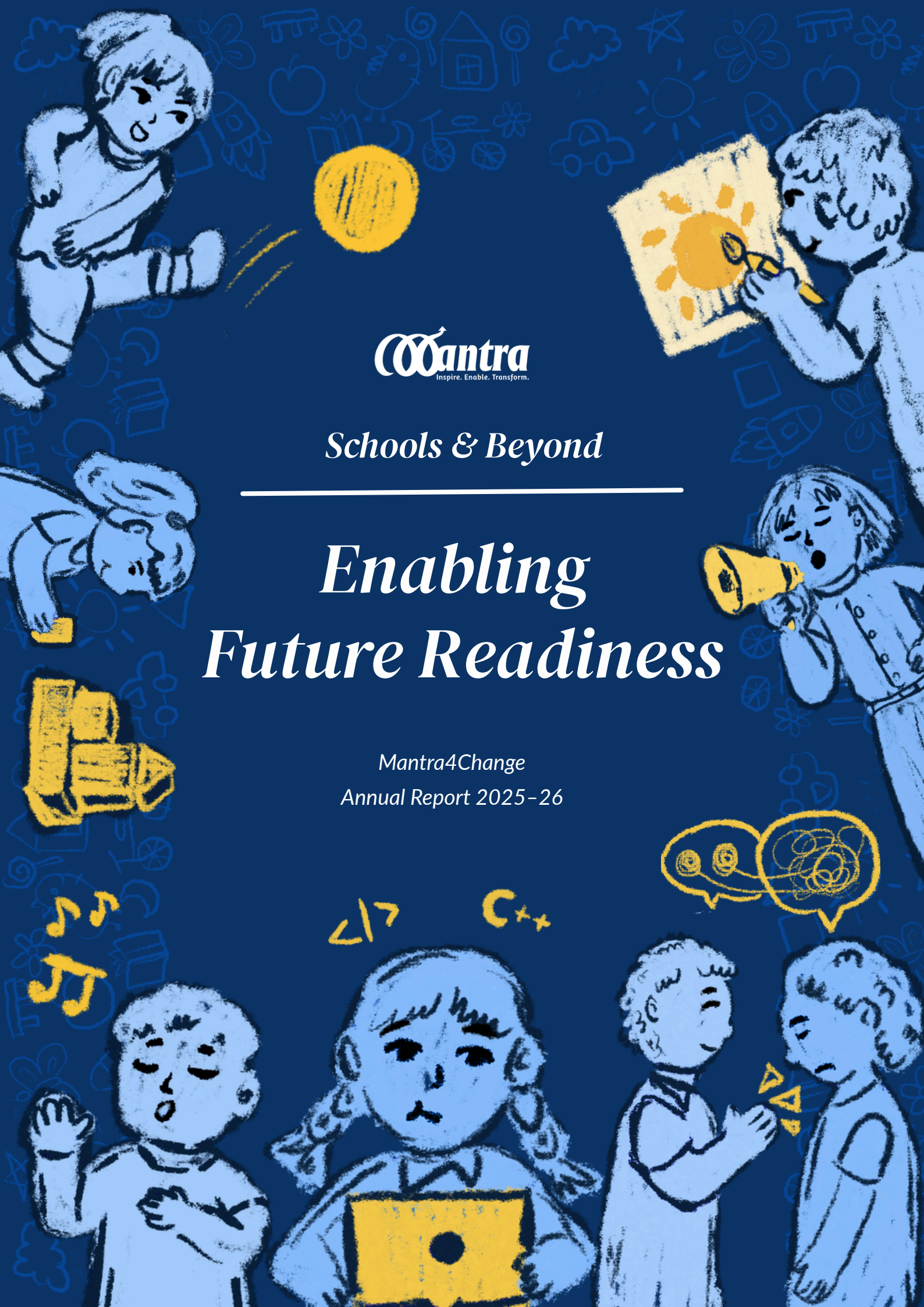




Schools & Beyond

Enabling Future Readiness

Mantra4Change
Annual Report 2025-26

INDEX

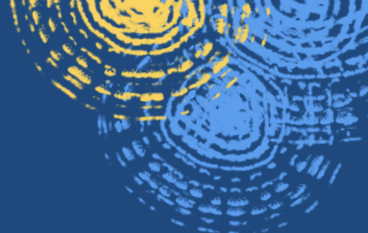
<i>List of Acronyms</i>	03
<i>Founder's Note</i>	05
<i>Board of Directors and Advisors</i>	06
<i>About Us</i>	07
<i>Our Impact and Reach</i>	08

STATE-WISE PROGRAM HIGHLIGHTS

<i>Bihar</i>	18
<i>Karnataka</i>	30
<i>Punjab</i>	41
<i>Telangana</i>	49
<i>Uttar Pradesh</i>	60

<i>Mantra4Change in Media</i>	69
<i>Our Financial Summary</i>	73
<i>Our Supporters in Change</i>	74
<i>Shikshagraha</i>	75

LIST OF ACRONYMS



A

- ABL – Activity-Based Learning
- ACS – Additional Chief Secretary
- ARP – Academic Resource Person

B-C

- BEPC – Bihar Education Project Council
- BITE – Block Institute for Education and Training
- BLDP – Block Leadership Development Program
- CGP – Career Guidance Program
- CHM – Cluster Head Master
- CoE – Centre of Excellence

D

- D.El.Ed. – Diploma in Elementary Education
- DD – Doordarshan
- DIET – District Institute of Education and Training
- DIKSHA – Digital Infrastructure for Knowledge Sharing
- DSERT – Department of State Educational Research and Training

E-L

- EFPI – Unresolved
- EVS – Environmental Studies
- FLN – Foundational Literacy and Numeracy
- GHPS – Government Higher Primary School
- GLPS – Government Lower Primary School
- HM – Headmaster / Head Master
- HPS – Higher Primary School
- IAS – Indian Administrative Service
- IIT – Indian Institute of Technology
- ILE – Interactive Learning Environment
- JEE – Joint Entrance Examination
- KPS – Kanya Prathmik Vidyalaya
- LPS – Lower Primary School

M

- MA – Morning Assembly
- MIP – Micro Improvement Project
- MEO – Mandal Educational Officer

LIST OF ACRONYMS

N

- NAS – National Achievement Survey
- NEET-UG – National Eligibility cum Entrance Test (Undergraduate)
- NEP – National Education Policy
- NIPUN – National Initiative for Proficiency in Reading with Understanding and Numeracy

P

- PAB – Project Approval Board
- PACE – Punjab Academic Coaching for Excellence
- PARAKH – Performance Assessment, Review, and Analysis of Knowledge for Holistic Development
- PBL – Project-Based Learning
- PEI – Parent Empowerment Initiative
- PM SHRI – PM Schools for Rising India
- PTEC – Primary Teacher Education College
- PTM – Parent-Teacher Meeting

S

- SCERT – State Council of Educational Research and Training
- SDG – Sustainable Development Goal
- SDMC – School Development and Monitoring Committee
- SI – School Improvement
- SIF – School Improvement Framework
- SoE – School of Eminence
- SSLC – Secondary School Leaving Certificate
- STEM – Science, Technology, Engineering, and Mathematics
- STEP – School Transformation Empowerment Program

T-Z

- TISS – Tata Institute of Social Sciences
- TLM – Teaching-Learning Material
- ITDA – Integrated Tribal Development Agency
- UNICEF – United Nations Children's Fund
- YLC – Young Leaders Club
- YOC – Young Orators Club
- ZPHS – Zilla Parishad High School

Founder's Note

"Over the past few years, India has shown what collective intent can achieve. The NIPUN Bharat Mission brought foundational literacy and numeracy into national focus. It showed that meaningful change is possible when governments, educators, communities, and civil society work together.

As we celebrate this progress, we must ask what comes next.

India's demographic realities are changing. Millions of children are moving into middle and secondary school with growing aspirations. If we want to prepare young people for the future, we must strengthen learning experiences beyond the early grades.

The same rigour that improved foundational learning must continue through middle and high school. Without that effort, we risk building a strong foundation with little above it. This is where our attention must now turn.

The next challenge is understanding how change happens. It does not come through the demand for quality education or the supply of quality education alone. It comes when both work together. Better classrooms, stronger teaching, and supportive systems matter. Yet these efforts have limits without communities that value and expect quality education.

Through Shikshagraha, Mantra serves as an anchor for a movement to improve 1 million public schools in India by 2030, bringing citizens, educators, governments, and institutions together to strengthen public education as a shared responsibility. The future also demands a broader view of learning.

Today's children will grow up in an AI native world. Information is abundant and technology shapes everyday life. The nature of work, participation, and citizenship is changing rapidly. This requires us to rethink what children learn and how they learn. Schools must nurture curiosity, critical thinking, collaboration, creativity, empathy, and agency.

Future readiness cannot come from technology alone. It will depend on our ability to reimagine learning and redesign systems. We must equip every child to navigate change with confidence and purpose.

No organisation, government, or educator can do this alone. It will require the same collaborative spirit that has driven meaningful progress in Indian education.

Together, these ideas point in one direction. We must build an education system that prepares children for the future. This report captures that work and invites all our partners, teachers, funders, and communities to continue building it with us."

**Santosh More &
Khushboo Awasthi**

**Co-Founders,
Mantra4Change**



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About Us

Founded in 2013, Mantra4Change is a non-profit organisation dedicated to transforming public schools in India for millions of children, keeping them at the centre of our work. We strengthen education leadership with state governments, enabling education leaders and schools to create enriching learning environments and drive continuous improvement.

Through capacity-enhancement initiatives for education leaders, we work towards systemic transformation of public education. Our approach recognises that meaningful and sustainable change requires collective action, bringing together teachers, students, parents, communities, governments, and other stakeholders across the education ecosystem.

We believe every child deserves quality education and the opportunity to develop future-ready skills at every stage of schooling. By strengthening leadership and fostering collaborative school environments, we aim to equip children with the knowledge, skills, and agency they need to thrive.

At Mantra4Change, we envision public schools where every child can learn, grow, and develop the skills and agency needed to navigate a changing world. By enabling education leaders and strengthening collective action across the system, we work towards an education system that is equitable, responsive, and future-ready.

Our Vision:

Every child receives an enriching learning experience.

Our Mission:

To transform the public education system to drive sustainable and continuous school improvement.



Our Impact and Reach

PUNJAB

- Rose from Rank #22 in NAS 2017, to Rank #1 in NAS 2021 and retained its position in PARAKH 2024.
- In 2026, 361 students qualified for the JEE (Main) exam, a 35.2 % increase over the previous year.
- State budget of ₹100 crores (\$10.48 Million) unlocked for School of Eminence in AY 2025-26

19,175 Schools
3,455 Leaders
2.8 Million Children

UTTAR PRADESH

- 71.1% (2,55,717) students assessed have become NIPUN in Super-150 Blocks
- ~₹35 crores (\$4.2 Million) State budget unlocked for AY 2026-27 for middle school reforms

135K Schools
143K Leaders
18.4 Million Children

KARNATAKA

- All four districts in North Karnataka recorded improvements above the state average (~13%) in 2026 10th Board exams.

42,000+ Schools
47,690 Leaders
5 Million Children

BIHAR

- Two years' learning gain in just one year in Grades 7 & 8 by students
- ₹24 crores (~\$2.5 Million) State budget unlocked in AY 2025-26

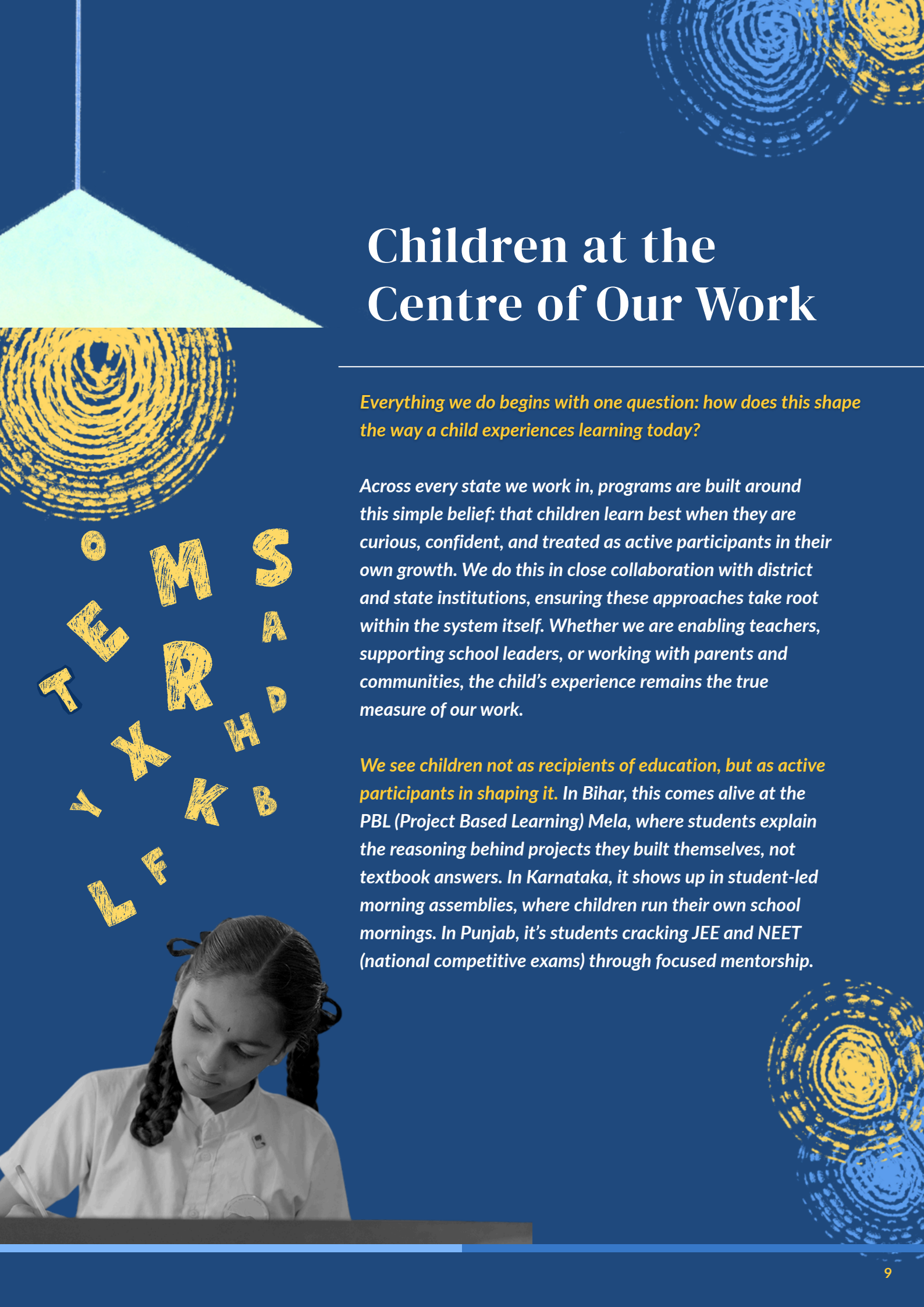
28,987 Schools
28,987 Leaders
4.7 Million Children

TELANGANA

- Regular PTMs across all Govt schools through state academic calendar, with parents as active partners
- Schools conducting PTMs increased from 47% to 77%

25,129 Schools
25,129 Leaders
13,27,129 Children

 Mantra4Change programme states
 Other states



Children at the Centre of Our Work

Everything we do begins with one question: how does this shape the way a child experiences learning today?

Across every state we work in, programs are built around this simple belief: that children learn best when they are curious, confident, and treated as active participants in their own growth. We do this in close collaboration with district and state institutions, ensuring these approaches take root within the system itself. Whether we are enabling teachers, supporting school leaders, or working with parents and communities, the child's experience remains the true measure of our work.

We see children not as recipients of education, but as active participants in shaping it. In Bihar, this comes alive at the PBL (Project Based Learning) Mela, where students explain the reasoning behind projects they built themselves, not textbook answers. In Karnataka, it shows up in student-led morning assemblies, where children run their own school mornings. In Punjab, it's students cracking JEE and NEET (national competitive exams) through focused mentorship.

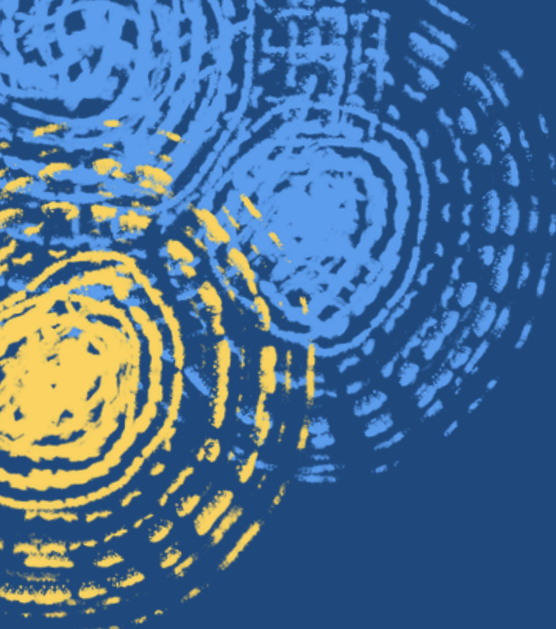


We also believe a child cannot thrive in the classroom alone if the world around them doesn't support that growth. That is why our work reaches beyond the blackboard: into staffrooms where teachers are mentored to teach differently, into homes where parents are invited to become partners in learning, into communities where local leaders support efforts to keep children, especially girls, in school, and into district and state institutions, whose systems and support enable these efforts to last. When a student finds a path to a competitive entrance exam through their own government school, and when a parent attends a school meeting they can actually follow and take part in, both point to the same idea: every part of a child's ecosystem matters.

Impact in Action

- **Bihar:** Students gained up to two years' worth of learning in a single year, with the strongest gains in Grades 7 and 8, demonstrating real accelerated progress in the classroom, as verified by an independent third-party evaluation by ConveGenius Insights (CGI).
- **Uttar Pradesh:** 71.1% of students assessed across the Super 150 Blocks have become NIPUN—demonstrating age-appropriate foundational literacy and numeracy skills, including reading, writing, and basic numeracy.
- **Karnataka:** In Bengaluru district, foundational literacy and numeracy skills improved by 12.48% from baseline to endline.





Our Focus on Education Leadership

Before we can expect classrooms full of curious, confident children, we have to first invest in the leaders who shape those classrooms every single day, school leaders, teachers, and the government officials who support them.

Real change in education rarely comes from a single training session or a one-time workshop. It comes from consistent, sustained support, from leaders who are given the tools, the trust, and the space to grow into their roles. This is why our work centres on supporting the people who hold schools together: supporting school leaders to lead with vision rather than just administration, supporting block and cluster officials become mentors rather than inspectors, and strengthening systems to lead effective, state-wide improvement through better governance.

What does strong leadership actually look like inside a school?

It looks like a school leader who notices when a teacher is struggling and steps in to guide, not just to check a box. It looks like an official who visits not to audit, but to listen, and returns with practical ways to support the school. It looks like a school that treats every piece of data as a question worth asking, not just a form to be filled.

When leaders grow into this kind of role, something shifts across the entire school. Teachers stop feeling isolated in their classrooms and start feeling supported. Parents, who once kept their distance, begin stepping closer, showing up, asking questions, getting involved. And children, who are always the quiet observers of how adults treat each other, begin to experience school as a place that is nurturing and caring.



One thing has become clear over time: **when leadership is strong, everything else follows**. Students learn more. Teachers stay more engaged. Systems become more accountable, because the people running them finally feel equipped to do so.

None of this happens overnight, and none of it happens through a single intervention. It happens through steady, patient investment in people, through peer learning, mentorship, and the freedom to try, fail, and improve. Our goal is not to be the driver of change, but to support the growth of leadership that can carry that change forward long after we've stepped back.

Impact in Action

- **Uttar Pradesh:** PBL was piloted across 1,729 schools in Uttar Pradesh, and 87% of teachers found it easy to bring into their classrooms, reflecting deep belief in its value.
- **Karnataka:** In Bengaluru, 59.70% of schools had leaders effectively driving the Parent Empowerment Initiative.
- **Kalaburagi:** School leaders supported the shift to student-led morning assemblies, with 99% finding the assembly calendar simple and clear, and 94.8% calling it genuinely useful for planning, proof that the right tools turn leaders into champions of change.



Our Approach to Systemic Transformation of Public Education

Enabling change in an education system as large as ours is about understanding that a classroom, a school, a community, and a government office are never separate from each other; they are all part of the same living system, and change in one place ripples through the rest. This is the thinking behind our **School Transformation and Empowerment Program (STEP)**, the structure that guides every state partnership we build across the country.

We begin by understanding the system as it actually is. That means sitting in classrooms to see how children are really learning, talking to teachers about what holds them back, walking through schools to notice what's missing, and asking officials what stands in the way of the support they want to give. Every layer of the system holds a piece of the answer.

From there, our work is to support people within the system see the connections for themselves, between a teacher's confidence and a child's participation, between a data dashboard and a decision made on the ground, between a parent's involvement and a school's culture. We don't arrive with solutions ready-made. **We build them together with the people who will carry them forward: government departments, school leaders, teachers, and communities, so that what we build is owned, not borrowed.**

This change doesn't sit with one person or one institution. It lives in systems, in the forums where decisions are made, in the learning modules that reach teachers, in the dashboards that make data visible and actionable. **That's why we co-create solutions with governments, school leaders, community members, and fellow civil society organisations.** We build them together through in-person mentoring, digital modules, and contextual workshops. We support data systems that drive transparency and support people act quickly when something isn't working. And most importantly, we anchor these practices in existing policies and structures, so they last beyond the life of a project.



Our work is deeply contextual. From strengthening school routines like morning assemblies in Karnataka, to expanding project-based learning across thousands of schools in Bihar and Uttar Pradesh, we support change that respects the complexity of local systems while aligning with a broader vision for equity and quality.

Systemic transformation rarely happens all at once. It builds slowly: a Block Education Officer choosing to guide rather than instruct, a DIET (district-level academic institution) evolving into a true centre of excellence, a data system that people trust and act on. We don't aim to be the reason a system changes; we aim to leave one behind that keeps improving on its own, delivering a better learning experience to every child.

Impact in Action

- **Bihar:** PBL reached 28,000 + government middle schools across all 38 districts.
- **Karnataka:** 6,78,827 students actively participated in and led Morning Assembly activities, supported by 39,324 teachers, with 86.74% of schools conducting them regularly.

Our Belief in Collective Action

No two classrooms carry the same story: a school in Bihar and a school in Punjab face entirely different realities, shaped by their own history and needs. What works in one district may not work in another. Yet one truth holds steady everywhere: *India's future is being written in these classrooms right now.*

A large share of India's school-going children study in government schools, most of them from underserved communities who rely on public education to nurture their children's future.

Strengthening public education, then, isn't just an educational goal, it's a matter of equity and justice.

The real crisis facing this system runs deeper than structures and practices. It lives in the beliefs we've all inherited: that government schools are a last resort, that marks alone define merit, that teaching isn't quite a profession worth respecting. No single program can undo beliefs this deep-rooted. They shift only when enough voices, stories, and evidence come together to make a different system feel true.



This is the belief that has shaped Shikshagraha: the conviction that transforming India's public education system isn't a top-down effort, but rather a grassroots approach. Working towards transforming one million schools by 2030, the movement holds that real change must come from the people closest to the problem: teachers, school leaders, parents, local governments, and communities themselves. It champions decentralised, context-specific solutions over one-size-fits-all fixes, and believes in the power of micro-improvements - small, doable steps that steadily gather momentum, bringing government officials, civil society, philanthropies, and young changemakers into one shared ecosystem of learning and action.

At its heart, Shikshagraha is about more than enabling school improvement or transforming education in schools. It's about restoring faith in what public education can be for every child, regardless of where they're born. And it's a reminder that this isn't the responsibility of one organisation alone, it's one that 121 million children are counting on all of us to carry together.



Nurturing Future-Ready Skills at Every Stage of Schooling



What does it mean to prepare a child not just for the next exam, but for the next twenty years?

The world today's children will enter as adults is changing faster than ever before. Many of the jobs they will hold, technologies they will use, and challenges they will face do not yet fully exist. In such a world, education can no longer be limited to preparing children for examinations alone. **It must prepare them to learn continuously, adapt confidently, and navigate an uncertain future with curiosity and purpose.**

At every stage, learning is shaped to extend well beyond the classroom walls. It begins with literacy and numeracy, the foundation on which every child builds, and grows steadily into the confidence to think critically, question deeply, and solve problems independently.

Learning today also means going beyond the textbook. In Bihar, students across 28,000+ government schools are doing exactly that through Project-Based Learning, exploring and experimenting with Science and Maths concepts instead of memorising them.



Understanding the world takes more than knowledge alone; it takes the ability to make sense of information and use it wisely. In Karnataka, that comes through STEM Labs bringing hands-on science to thousands of students, and reading initiatives helping children build stronger communication and comprehension, both in school and at home.

None of this matters, though, without the ability to collaborate, communicate, and eventually lead - skills no exam can measure, but that shape everything a young person goes on to do. Across Karnataka, 86.74% of schools are now enabling students to develop these very skills through regular, student-led Morning Assemblies.

None of this happens all at once, and none of it happens in isolation. Each stage builds steadily on the one before it, so that by the time a child completes school, they haven't just learned what they were taught, they've learned how to think, how to adapt, and how to carry themselves into whatever comes next. That, in the end, is what being truly future-ready looks like.



Building Future-Ready Skills at Every Stage of Schooling (K - 12)

Foundational K-2	Preparatory Class 3-5	Middle Class 6-8	Secondary Class 9-12
Foundational Literacy & Numeracy	Basic knowledge about the world	Conceptual subject knowledge	Specialization in select subjects
Environmental Awareness	Information, Media and Technology literacy	Pre-vocational education, Social and global issues	Vocational training, Entrepreneurship
Observational ability	Logical thinking, Creativity, Innovation	Scientific approach, Research	Critical thinking, reasoning, Problem solving
Social and inter-personal skills		Collaboration, communications, Teamwork skills	Leadership, Planning skills

BIHAR

Bihar holds deep significance in India's history. It is the land where Buddha attained enlightenment at Bodh Gaya, and home to ancient learning centers like Nalanda and Vikramshila, making it one of the earliest cradles of education in the world. Its name comes from "Vihara," meaning monastery, reflecting its Buddhist heritage. Its culture shines through festivals like Chhath Puja and folk art like Madhubani painting, now recognised globally. Yet despite this legacy, Bihar today faces real challenges in education, with literacy and learning outcomes still below the national average, a gap that makes its push toward educational transformation all the more significant.

n partnership with SCERT Bihar, BEPC, and the Directorate of Primary Education, Mantra4Change is strengthening public education across Bihar. Through DEP, we support Teacher Education Institutions; through PBL, we enable hands-on learning in Science and Mathematics; and through Shikshagraha, we engage communities to advance girls' education and strengthen school-community partnerships.





Classroom Level Impact

For years, Science and Maths classes in Bihar's government middle schools followed a familiar pattern: children copying from textbooks, memorising answers, and rarely getting the chance to ask "why" or "how." National test scores reflected this – According to the National Achievement Survey (NAS) 2021, Bihar's average Grade 8 Science score stood at 248, just below the national average of 250.

Even before the program began, a state survey found that fewer than half of classrooms were using any kind of hands-on, activity-based teaching. Teachers said they wanted to teach differently but often lacked the materials, training, or confidence to do so – especially in Science, where experiments need supplies most schools didn't have.

To address this, the Project-Based Learning (PBL) program gave every teacher ten simple projects a year for both Science and Maths – one project a month, each taking about five hours spread across a week.

The program reached 28,987 government middle schools across all 38 districts of Bihar, bringing hands-on Science and Maths learning to Grade 6–8 classrooms at scale.

At the heart of implementation are the **Micro Improvement Projects (MIPs)** – monthly sets of tasks hosted on the DIKSHA app where teachers run a specific hands-on Science or Maths activity and share photos or videos of actual student work, rather than simply filing a report. This became the program's main way of understanding how PBL was truly happening in classrooms, not just on paper.



10 MIP cycles conducted (May 2025 – Feb 2026)



Started: **2,05,260 MIPs** initiated by schools



Adoption rate: **70.81%** of the target



Target: **2,89,890 MIPs** planned across the year



Completed: **1,69,711 MIPs** fully completed, with evidence of classroom work



Completion rate: **58.54%** of the target

Project-Based Learning (PBL) Implementation:

The Project-Based Learning (PBL) program strengthened Science and Mathematics classrooms across 28,000+ government middle schools, strengthening experiential learning through teacher capacity building, monthly classroom projects, and continuous mentoring.



32.3% (before)
→ 4.3% (now)

Teachers who "never" implemented PBL
A shift from pilot to system-wide practice

+8.84 pts

Average gain across Maths & Science

+5.5–9.6 pts

Science gains across all grades, up to 40–60 pts in some outcomes

+11.74 pts

Grade 6 Maths, strongest single gain (54.68% to 66.42%)

PBL Endline Impact Assessment, AY 2025–26

Showcasing Student Talent: The State-Level PBL Mela

The Project-Based Learning journey culminated in the State-Level Science and Maths PBL Mela on 26th February 2026 at SCERT Campus, Patna, under the theme 'Small Steps, Big Changes.' The event brought together 152+ students, 114 teachers, and 122 parents from all 38 districts, and was inaugurated by Education Minister Shri Sunil Kumar and ACS Dr. B. Rajendra, IAS. Students presented their Science and Maths projects to dignitaries, and the event featured a two-volume publication launch, a panel discussion, and a cultural performance. Ten schools, including from Kaimur, Banka, and Gaya, were recognised for excellence.



Impact of Project-Based Learning on Student Academic Outcomes

SCERT Bihar, in collaboration with professors from TISS Mumbai, conducted a baseline and endline assessment to evaluate the impact of the Project-Based Learning (PBL) initiative. The endline quantitative evaluation assessed academic learning outcomes in Mathematics and Science across Grades 6–8, covering a representative sample of students across schools and districts, through structured pen-and-paper tests.





School Level Impact

School-Level Impact under the District Empowerment Program (DEP)

Under DEP, 969 "practice schools," attached to 60 Teacher Education Institutes (33 DIETs, 23 PTECs, 4 BITEs), were supported through dedicated FLN Resource Centres set up to plan, guide, and monitor foundational literacy and numeracy work.

At BITE Musapur in Katihar, a spare room was turned into a colourful FLN Resource Centre with corners for language, maths, and emotional wellbeing, now a model for other practice schools to replicate.

A baseline assessment found only 40.33% of Class 2 students at the expected NIPUN reading/number level, and just 19.52% of schools met the NIPUN Vidyalaya standard. In response, DIETs began sending monthly Supplementary Activity Packages to schools via WhatsApp.

This reflects DIETs extending academic leadership down to the classroom level, building a data-driven foundation for NIPUN Bihar's goals ahead.





Community Level Impact

A significant challenge in Bihar has been the low level of parental and community involvement in their children's education, often due to limited awareness and the lack of structured ways to engage them. To address this, the program focused on building strong community engagement through **Parent-Teacher Meetings (PTMs)**, encouraging Learning Spaces at Home, and organising school exhibitions that created opportunities for schools and communities to engage more closely together. This effort continued into AY 2025-26, with a state-wide PBL-focused PTM held across all schools on 26th July 2025, where students themselves took the lead in presenting their projects to their parents.



Parents who felt heard and involved:
60.8% → 89.4% (+28.6 points)



82.3% said their children now talk about school projects at home



122 parents joined the Gallery Walk at the State-Level PBL Mela (26th Feb 2026), alongside the Education Minister



93.8% noticed increased interest in Science and Maths at home



Demand for learning materials:
81.0% → 93.8%



Shikshagraha: Carrying Satyagraha Into Every Village

This year, the spirit of Satyagraha continued to drive the Shikshagraha initiative forward, as communities worked together to reduce dropout rates among adolescent girls and chip away at the systemic, social, and economic barriers that stand in their way.

This year, Shikshagraha organised 22,700 Shiksha Chaupals, engaging 6,20,529 community members and strengthening school-community linkages. The program supported 648 parent-teacher engagements, 902 new school enrollments, brought 296 girls into Kasturba Gandhi Balika Vidyalayas, and supported 1,340 at-risk children in returning to regular schooling, while supporting 145 matric and intermediate failed girls in enrolling for open-school board exams.

Community-level action deepened through 588 community meetings, 398 wall-writing campaigns, 217 school rallies, and 615 engagements with Panchayat Mukhiyas, bringing education into local governance spaces. The program also facilitated 1,948 Aadhaar cards and 1,478 birth certificates, and contributed to 51 cases of child marriage prevention.

*Girls' leadership found expression through 1,019 **Meena Manch** meetings and 684 community-led Shiksha Committees, creating safe spaces for confidence-building and conversations on menstrual health, safety, and gender-sensitive schooling. The initiative also strengthened its ecosystem through partnerships with SEWA, Pratham, and Haqdarshak, and gained national visibility with coverage by DD National.*



Findings from Gaya & Lakhisarai

In 2021, Mantra4Change partnered with the Education Department, Bihar to institutionalize Project-Based Learning (PBL) in government schools, shifting Science and Mathematics teaching in Grades 6 to 8 from rote instruction to experiential, student-centered learning. We are now working in Gaya and Lakhisarai districts in Bihar as demonstration deeper districts intervention as well in approximately 1,700 schools.

District Level Impact

Baseline to Endline, 2025-26: Gaya & Lakhisarai

Conducted by 4th wheel, a third party impact evaluation partner

Systemic Integration: Through Micro-improvement approach PBL is no longer a pilot but is embedded in formal institutional platforms including teacher training, **Gurugoshti** review meetings, and the **DIKSHA** digital platform.

Capacity Building: Teachers now engage in an estimated 7–8 training touchpoints annually across district and block levels.

Micro-Improvement Projects (MIPs): These structured 5-day classroom modules have emerged as the program's "clearest success story," achieving near-universal awareness among teachers in both districts.

21st Century Skills: In Gaya, perceptions of students' communication skills increased from 66% to 89%, while perceptions of critical thinking skills increased from 52% to 94%. In Lakhisarai, the corresponding figures increased from 51% to 94% and from 31% to 97%.



Impact Story

Every big change starts with a small idea.

At **BITE Musapur, Katihar**, one unused room had the potential to become something more. Under the District Empowerment Program, that empty space was developed into a vibrant **Foundational Literacy and Numeracy (FLN) Resource Centre**.

With the leadership of **Mrs. Asha Sinha**, Training In-charge, and the support of the Principal, the room slowly came to life. It was filled with books, alphabet cards, maths learning materials, colourful teaching aids, and dedicated corners for language, mathematics, and emotional well-being. Most of the materials were simple, low-cost, and made using locally available resources.

Today, the centre is a place where D.El.Ed. trainees and teachers learn how to make classrooms more joyful, interactive, and activity-based. Visitors leave inspired, and many see it as a model that can be replicated in other Teacher Education Institutions across Bihar.

What was once just an empty room is now a space that supports better teachers and creates better learning experiences for children. It is a reminder that meaningful change does not always need big budgets—it begins with a clear vision, dedicated people, and the willingness to make the best use of what is already available.





“Children who buy things from markets or help their parents keep accounts at home easily grasp calculations and logical thinking. This prepares them not just for exams, but for life. PBL is not about making school more complicated — it is about making school more real.

Shahid Mobeen, State Program Officer, BEPC

“During review meetings, many teachers felt implementing FLN would be difficult. We guided Class 1 and 2 teachers and headmasters, jointly planned next steps and assured schools of trainee teachers support. This collaborative approach has driven today's progress. We emphasised that FLN is a core responsibility for everyone and must be done collectively.

Dr. Panna Lal, Lecturer, PTEC Vishnupur, Begusarai



“What truly made the journey special was the unwavering support and synergy among the Mantra team members, which turned challenges into opportunities for learning. Through this collaboration, we not only developed high-quality Micro Improvement Projects but also strengthened professional bonds and gained insights that will guide our future efforts.

Mayurakshi Mrinal, Lecturer, DIET Pusa, Samastipur

KARNATAKA

Karnataka is widely known today as India's technology hub, with Bengaluru at its centre, home to leading research institutions, startups, and a growing innovation ecosystem. This culture of learning is not new to the state. Karnataka carries forward a rich history of art and architecture, built by dynasties such as the Chalukyas, Hoysalas, and the Vijayanagara Empire, still seen today in places like Hampi. Its culture lives on through Carnatic music, Yakshagana folk theatre, and diverse languages and traditions, reflecting a state that honours its heritage while continuing to evolve.

This same spirit of growth and diversity extends into Karnataka's educational landscape, which remains varied and complex across its regions. In **Anekal**, schools serve marginalised communities grappling with limited resources and low student engagement. **Bengaluru** schools face challenges around improving foundational learning levels and strengthening parental involvement, while **Mysuru** focuses on improving STEM learning and nurturing student leadership. In the **Kalaburagi** division, the priority lies in improving grade level learning competencies and promoting leadership opportunities for students in higher grades.

To address these varied needs, Mantra4Change collaborates closely with **Samagra Shikshana Karnataka, DSERT**, and the **Education Departments of Kalaburagi Division, Bengaluru, and Mysuru districts**.

Our interventions span multiple levels — from grassroots to state-level — and are designed to promote **holistic child development** by strengthening student leadership, enhancing classroom practices through interactive and STEM-based learning, and deepening community engagement.

These include:

- **Cluster Transformation Program** in Anekal
- **STEP - District programs** in Bengaluru, Mysuru, and Kalaburagi (under Samartha) at the district level
- **Sachethana (STEP-State)** at the state level

STEP - School Transformation and Empowerment Program

Collectively, these efforts reach over **42,000** schools and impact **50 lakh students** across Karnataka.



ಸಹೇಲಿತನ

ಬೆಳಗಿನ
ಪ್ರಾರ್ಥನಾ
ಅವಧಿ



Classroom Level Impact

Under the Bengaluru program, **Activity-Based Learning (ABL)** was introduced as a child-centred approach to strengthen **Foundational Literacy and Numeracy (FLN)** through interactive, hands-on methods such as storytelling, games, and group activities, along with multi-level teaching, continuous assessment, teacher training, and parental involvement.



35.82%

*schools effectively implementing
ABL*



1,33,181

students reached



+12.48 % improvement

*in student learning outcomes.
Every block improved from baseline
(August) to endline (February).*

In Mysuru district, science learning was made more experiential through STEM lab initiatives

Natkhat Labs

Structured STEM labs established and supported teachers to strengthen their capacity, with resources shared across schools.

10

*selected schools with
Natkhat Labs*

1,000+

*students participating
every year*

Science Magic Kit Box Initiative

Science teachers' capacity developed and given kits across all blocks

494

*teachers supported
and given kits*

454

*teachers with
strengthened teaching
capacity*



Remediation classes in Kalaburagi rolled out for Grades 8–10 to support students bridge learning gaps. Remediation classes achieved 91.52% implementation against a 70% target, led by Grade 10 (96.1%), while Grade 9 (51.6%) and Grade 8 (41.4%) lagged due to policy factors. Raichur and Kalaburagi hit 100% implementation, while Bidar trailed at 74.9%. This drove strong SSLC 2026 results, all four districts beat the state average (~13%), with Yadgiri improving the most (+29.81%), followed by Kalaburagi (+28.17%), Raichur (rank 30→21, +19%, 94% pass rate), and Bidar (+18%, up 4 ranks).

The Interactive Learning Environment (ILE) initiative in Anekal cluster brought active, hands-on learning into classrooms across 13 schools, focusing on EVS and Social Science for Grades 5 and 7 students. Teachers and students together created 123 subject-based teaching aids, supported by dedicated resource corners set up in schools.

- **92% of schools** successfully implemented the program
- **39%** point improvement in conceptual understanding
- **73% of students** reported regular engagement opportunities in their subjects

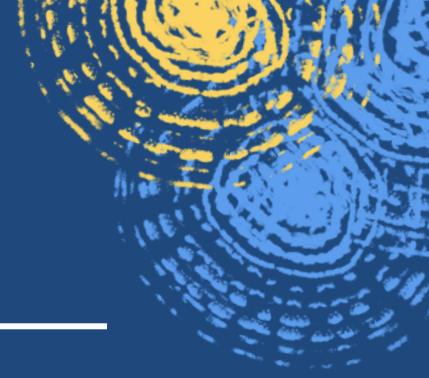
Granthalaya Samaya initiative supported the development of a strong reading culture among primary school children through well-organised libraries and regular reading activities in Anekal cluster.

- **131** reading-related activities conducted using handbooks and consistent teacher support
- **92% of schools** ran the program effectively
- **33%** point improvement in students' access to reading opportunities
- **29%** point improvement in communication and speaking skills





School Level Impact



In Karnataka, we kept noticing the same gap: morning assemblies were largely run by teachers, and students just stood by as passive listeners instead of taking part. This meant children had little to no role to play, and they missed out on chances to build essential life skills.

*To address this, we introduced the **Effective Morning Assembly program**. It's a structured, **student-led** format that helps children build confidence, communication, and collaboration skills.*

*School-level interventions this year began with structured morning assemblies. Separate calendars were introduced for LPS, HPS, and High Schools, aligned to FLN competencies and organised around weekly themes to drive active participation. Effective Morning Assemblies was listed as one of the key areas School Leaders were supported on, and **Morning Assembly (MA) Calendars and Handbooks** were distributed to schools.*



Aata-Arivu (Play-Pause) initiative addressed the long-standing gap in extracurricular opportunities for students, achieving full implementation with 94% of students taking part in sports and physical activities. A total of 104 activities were conducted with the support of 12 staff meetings.

The Wellbeing Club initiative in Anekal Cluster helped strengthen students' social and emotional skills, with all schools successfully implementing the program and 9 Wellbeing Clubs formed to support teachers in conducting activities. 80% of students actively engaged in its activities, with a total of 123 wellbeing activities carried out, supported by 44 staff meetings and 10 HM meetings that kept teachers and school leaders aligned on progress, resulting in 9 documented success stories from schools in the cluster.

Alongside this, the **Green School initiative** encouraged eco-friendly habits among students, achieving full implementation with 97% student involvement.

- **199 activities** facilitated across 12 schools
- **11 Green School Clubs** formed to support implementation





Community Level Impact

Across Karnataka, the **Parent Empowerment Initiative (PEI)** focuses on building stronger community engagement around education, enabling parents to play an active role in their child's learning journey by fostering trust, awareness, and participation within the school ecosystem. Supporting this on the ground, school observations emerged as a key tool to drive continuous improvement and ensure effective implementation.



100%

district coverage
1,214 observations across all 34 districts



1,117

PTM observations
conducted across the state



55%

SDMC participation
15,97,032 SDMC members



446

reading corners created
at home by parents & SDMC members



Parent engagement took shape differently across our geographies this year, but with a shared intent of bringing families closer to learning. The Parent Empowerment Initiative in Bengaluru was strengthened through structured PTMs, home-based learning activities, monthly parent challenges, and continuous WhatsApp engagement with DIET and Block officials, leading to 59.70% of School Leaders effectively conducting PEI in their schools. The same initiative was extended to all 9 blocks of Mysuru, turning PTMs into agenda-driven platforms supported by capacity building for Head Teachers and teachers, resulting in 5 rounds of PTMs across 1,780 schools, 42,856 parents participating, and culminating into 31,328 home Reading Corners.

Parent sensitisation through PTMs was the focus in Kalaburagi, reaching 97.88% of schools across four districts, along with a 7% improvement in parental engagement. A community route was taken in Anekal, where SDMCs were activated to link schools and families, achieving 100% school engagement, with 72% students reporting parental involvement in their learning.



Impact Story

A Small Idea That Changed Everything GHPS Tavarekere, School Leader Mrs. Shamala

Mrs. Shamala had a question that kept bothering her. Why didn't parents show up for PTMs, even after all the planning?

Every meeting took real effort. Teachers prepared activities, discussion points, and updates on each child's progress. But no matter how much they prepared, many parents simply didn't come. Rows of empty chairs at an important meeting can be disheartening, and for Shamala, it raised a bigger question than just attendance.

The turning point came when she received a **PTM handout** with some new ideas on how meetings could be run. One line stuck with her: are parents truly comfortable in our meetings?

That's when it clicked. Many parents in her school's community spoke different languages at home, including Kannada, Telugu, Tamil, and Hindi. If a meeting only happened in one language, how could every parent feel truly included?

So she tried something simple. She decided to conduct the PTM in all four languages. She asked teachers and a few confident parents to support translation and lead conversations in the language each family was most comfortable with. Even the invitations went out in multiple languages, so every parent felt personally invited, not just informed. On the day of the meeting, students and teachers welcomed parents warmly, added fun activities to break the ice, and made sure everyone felt appreciated for showing up.

The shift was almost instant. Parents who used to sit silently were suddenly asking questions and joining conversations, because for the first time, they could speak and understand in their own language. What used to feel like a formal, one-way meeting turned into something warm and two-way.

The next **PTM saw close to 95% parent participation**, a number that surprised even Shamala and her staff.





Through the **Green School initiative**, we have seen real leadership grow among our students. They form their own teams, take responsibility on their own, and work to keep the school beautiful. Along the way, they are also building a strong sense of care for the environment.

Mrs. Renukamma, Head Mistress, GLPS
Harohalli (Green School SI)

At our **STEM Lab**, students are not just learning science from a book. They are experiencing it, experimenting with it, and turning simple ideas into real creations. Farmer's tattoo machine model is a great example of this. It shows how hands-on learning builds curiosity, confidence, and problem-solving skills in young learners.

Science Teacher, GHPS Varuna (STEM Lab)



The **Pragathi Hejje** program was planned very well and organised in a systematic way. Time was used effectively throughout the program. Working together with the Judiciary Department was especially valuable, as it brought new insights and made the importance of legal awareness for children much clearer.

Smt. Hemavathi D., Lecturer, DIET, Belagavi (Pragathi Hejje)

PUNJAB

Punjab holds a special place in India's history and culture. Known as the land of five rivers, it is known for its spirit of hard work, community, and resilience, values seen in its Sikh heritage, the Golden Temple in Amritsar, and traditions like Bhangra and festivals such as Baisakhi. This same spirit of hard work and determination shapes Punjab's approach to education, as the state continues to work towards building better opportunities for its students.

*Punjab is strengthening equitable access to quality education by embedding academic coaching and career guidance within its government school system. In partnership with the Department of School Education, Government of Punjab, Mantra4Change supports the implementation of STEP Punjab across the School of Eminence and beyond, through two initiatives – **Punjab Academic Coaching for Excellence (PACE)** and the **Career Guidance Program (CGP)**. Together, these programs provide structured competitive exam preparation, career guidance, exposure opportunities, and teacher capacity building, enabling students to make informed decisions about their futures and contributing to improved learning outcomes, greater career readiness, and more equitable access to opportunities across Punjab.*





Classroom Level Impact

To support students in preparing for major entrance exams like JEE and NEET without relying on private coaching, through its partnership with the Department of School Education, Mantra4Change supported the implementation of PACE program in **Schools of Eminence (SoE)** and Meritorious Schools. Regular classes in Physics, Chemistry, Maths, and Biology, along with mock tests and performance tracking, were added to the school timetable, bringing structured exam preparation into the school day itself.

Along with academics, **640 teachers** were trained under PACE, extending support to **47,512 students** across **128 schools**. Alongside this, the Career Guidance Program (CGP) supported students in exploring their future pathways through a Career Handbook and expert talks, strengthening the capacity of **4,500+ teachers and reaching 5.5 lakh+ students across 3,668 schools**. Together, these efforts ensured that every student, not just top scorers, received guidance for what comes next.





School Level Impact

Punjab's government schools have evolved into stronger learning environments by integrating structured academic coaching and career guidance into the school system. **Through the program, students had access to high-quality competitive exam preparation, career counselling, expert-led sessions, mock tests, performance tracking, and immersive residential camps**, opportunities that were previously beyond the reach of many government school students.



2,760 students participated in three intensive residential camps, strengthening preparation for competitive examinations



361 students qualified for JEE Main, a 35.2% year-on-year increase



64 students qualified for JEE Advanced, a 47.7% increase over the previous year



The highest-performing PACE student **secured a 98.75 percentile** in JEE Main



NEET qualifiers rose steadily, from **437 in 2024 to 882 in 2025-26**





Community Level Impact

To bridge the gap between classroom learning and real-world opportunities, the Career Guidance Program (CGP) organised structured exposure visits that enabled students to experience academic institutions and professional environments first-hand. In 2025-26, over **300 exposure visits** were conducted to different institutions across the state, reaching more than **11,500 students** and connecting classroom learning with practical, real-world experience. These visits introduced students to diverse career pathways and supported students in broadening their aspirations beyond their immediate surroundings, allowing them to make more informed decisions about their future.

Complementing these visits, **620 expert sessions** were held in schools, bringing in professionals from a wide range of sectors, including education, medicine, engineering, IT, law, entrepreneurship, administrative services, banking and finance, and civil society, to interact directly with students and expand their understanding of higher education pathways and the breadth of career options available to them.



Impact Story

From a Mobile Repair Shop to the IIT Dream

For Bhavishya, pursuing engineering was an ambitious dream shaped by determination rather than privilege. Growing up in a family where his father repairs mobile phones and his mother stitches clothes, with a combined annual income of just ₹1.5 lakh, the high cost of private coaching placed competitive exam preparation far beyond the family's reach.

Through PACE, structured **JEE preparation** became available within his government school. Through regular subject classes, expert faculty, mock tests, and continuous performance feedback, Bhavishya found the academic support he needed within the school itself. He approached every mock test as an opportunity to learn, revisited concepts until he mastered them, and remained focused on his goal despite financial constraints.

His perseverance paid off. Bhavishya secured an outstanding **98.18 percentile in JEE Main 2025-26** without attending any private coaching institute. His achievement demonstrates the transformative potential of equitable, school-based academic support, proving that when quality coaching is made accessible within the public education system, talent and determination—not a family's income—become the true drivers of success.

Bhavishya's journey is a powerful reminder that with the right opportunities and support, government school students can compete with confidence and aspire to the country's premier engineering institutions.





I prepared mainly through my school without any private tuition, and the support from my teachers, regular classes, and PACE mock tests helped me understand concepts clearly. I am grateful to my parents and teachers for their constant motivation. My goal now is to get into an IIT and become a software engineer.

Aditya Dawra, School of Eminence, Patiala

When Prabhjot told us about his JEE Main result, it felt like a dream. We are especially thankful to his teachers and the Department of School Education for giving him the right guidance, resources, and opportunities.

Salwinder Singh, Parent



Watching our students turn their aspirations into achievements has been one of the most rewarding experiences as teachers. Support through the PACE initiative has created an enabling environment where students can aim higher and realise their potential.

Jyoti Soni, Principal

TELANGANA

Telangana's public education system spans more than 26,800 government schools, reaching close to 30 lakh children, nearly half of all school-going children in the state. This scale places the government system at the very heart of children's learning journeys across Telangana.

But scale also brings complexity. Improving learning outcomes here isn't just about supporting what happens inside classrooms. It calls for well-supported school leaders, communities that stay engaged, and spaces where children can become active participants in their own learning, not just recipients of it.

In 2025–26, our work in Telangana focused on creating these conditions at multiple levels: enriching classroom experiences and student voice, building school-level leadership and teacher capacity, and bringing parents, youth and communities into the learning process.

Through the Telangana Education Leadership Collective and district-level partnerships, interventions included **Young Orators Clubs, Young Leaders Clubs, the Bose Fellowship and statewide Parent-Teacher Meetings**. The work reached across districts and, through the PTM platform, engaged with the state's 26,000+ government schools.

26,000+ schools
reached through statewide PTM systems

1,04,875 students
reached through Young Orators Clubs

13,695 students
engaged through YLCs across 133 Ashram Schools

1,995 student leaders
trained to facilitate peer learning

180 youth volunteers
engaged across 5 districts

54,000 youth volunteer hours
contributed to children's learning





Classroom Level Impact

Moving from hesitation to expression

Across Telangana, classroom-level interventions created opportunities for children to speak, create, collaborate, question and solve problems rather than remain passive recipients of instruction.

Young Orators Clubs — Vikarabad & Narayanpet



1563

*schools in Vikarabad and
Narayanpet*



150

*Resource persons and teachers
trained to facilitate the program*



+12% improvement

*in student falling under
intermediate and proficient levels*

Young Orators Clubs were introduced as a weekly practice across **1,563 schools in Vikarabad** and Narayanpet. 150 resource persons and teachers were trained to facilitate the program.

The baseline revealed a significant starting challenge: among 37,519 assessed students, 64% were at the beginner level in spoken English, 25% at intermediate and 11% at proficient level. By the endline, the proportion at beginner level had reduced by 23 percentage points, while intermediate and proficient levels increased by 11 and 12 percentage points respectively.

What Changed in Classrooms?

- Picture Talk, Show & Tell, role plays and conversations created regular speaking opportunities.
- Teachers used “I Do, We Do, You Do” and mind-map prompts to help children organise their ideas.
- Students who initially struggled to speak 3–4 sentences were observed expressing ideas in 10–12 sentences with greater confidence.
- 60% of schools conducted mid-year showcases, giving children an opportunity to demonstrate their learning publicly.

Young Leaders Clubs — ITDA Utnoor

Across Telangana, classroom-level interventions created opportunities for children to speak, create, collaborate, question and solve problems rather than remain passive recipients of instruction.



133

Ashram Schools under ITDA
Utnoor



1995

Student Leaders trained to
facilitate YLC sessions



119,700

learning hours

In the 133 Ashram Schools under ITDA Utnoor, a student-led learning model was established, with 1,995 Student Leaders trained to facilitate YLC sessions for nearly 14,000 students. The programme generated 119,700 learning hours and more than 2,000 original poems, posters and action songs.

The model deliberately moved learning beyond textbook completion. **Students explored themes such as gender, environment, diversity and local problems, while developing the 4Cs — Critical Thinking, Creativity, Communication and Collaboration.**





School Level Impact

Building schools where children and teachers lead

The work did not stop inside individual classrooms. Across Telangana, school-level interventions sought to create the structures, routines and leadership needed for these practices to continue.

From teacher-led to student-led learning

In the ITDA Utnoor intervention, **117 Mentor Teachers supported YLC implementation across all 133 Ashram Schools, while 1,995 Student Leaders took responsibility for facilitating peer learning.** Monthly digital reporting helped schools track implementation and developmental milestones.

The school-level model was further reinforced through:



Mentor Teacher Networks



Regular Reporting



Supportive School Visits



Refresher Trainings



Showcases at Every Participating School



Student-Led Facilitation



Integration of YOC into Routine School Visits by MEOs and CHMs



Parent-Teacher Meetings became a state-level school routine

The statewide PTM intervention reached **26,000+ schools**, with **six thematic PTMs** conducted between July and March.

Resources were shared with **25,000+ Headmasters** a week before each PTM, giving schools time to prepare.

Most importantly, the system moved beyond merely conducting meetings:



70% of HMs consistently documented PTM details on the State App, while the dashboard was strengthened to capture issues discussed with parents and create a pathway for these issues to reach state officials.





Community Level Impact

Bringing parents, youth and communities into children's learning

The Telangana experience shows that community engagement is not one thing. It happened through parents participating in PTMs, youth volunteering in learning centres, Vidya Sabhas, and communities responding to children's local concerns.

Parents moved from signatures to conversations

The most consistently chosen parent commitment was:

"I will send my child to school every day."

This was followed by commitments around daily home study and informing teachers about absences.

Parents were also using PTMs to raise issues that mattered to their children's learning – from textbooks and uniforms to drinking water, toilets, reading time, teacher availability and school communication.



Youth became a bridge between school and community

Across five districts, the **Bose Fellowship mobilised 180 youth volunteers**, who supported 2,700 children through learning centres. Together, they contributed an estimated 54,000 volunteer hours, partnered with 30+ colleges, and conducted 180 Vidya Sabhas, engaging 400 parents and partners around child health, education quality, and the 4Cs.

The Vidya Sabha model created a space where youth, parents, school staff and communities could discuss issues such as child attendance and quality of education rather than treating learning as the school's responsibility alone.

Community learning spaces

The work also extended beyond school boundaries. The Mana Library in Doulothabad brought together children, youth, parents, community members, teachers and college faculty through weekly mathematics, STEM, art and reading activities. In Narnoor, a Digital Library/Model Learning Centre combined books, digital learning, youth skilling and a Tribal Heritage Museum and Cultural Centre.



Impact Story

From shy learner to confident facilitator

When Sai Charan signed up for the Bose Fellowship, he was expecting a fairly standard programme, something to add to his college experience, nothing more. What he found instead was something that would quietly reshape him.

The orientations, YLC sessions, workshops, and Vidya Sabhas didn't just teach him new skills. They pushed him out into the world, working directly with children and engaging with parents in ways he hadn't imagined. For someone who describes himself as shy and easily overtaken by nerves, this was no small ask.

But something shifted along the way. The fellow who once struggled with stage fright began speaking up more in college seminars, finding a confidence he hadn't known he had. That change didn't stay with him alone. It rippled out to his students. One child, who had signed up for the programme but barely showed interest, started coming regularly after watching an action-song activity light something up in her. Other children in his group began opening up too, sharing their thoughts more freely, and even taking the initiative to document their own learning journeys.

Looking back, Sai Charan puts it simply:

"Before joining the fellowship, I was confused, shy, and underconfident. Now... I believe I can do even better."





“

“Every school in our Tandur Mandal is doing a fantastic job with English implementation.”

— N. Bhanu Prakash, Resource Person, Tandur, Vikarabad

“

“After six years of being a homemaker, this Bose fellowship has given me the chance to learn and grow again.”

— Fathima Zohra, Bose Fellow, Adilabad



“

“Our students demonstrated exceptional leadership qualities... this experience has prepared them to take on leadership roles in school and beyond.”

— Rathod Lalitha, Govt AHS Girls Khanapur



UTTAR PRADESH

Uttar Pradesh holds deep significance in India's history. It is home to Varanasi, one of the oldest cities in the world and a centre of learning for centuries, along with places like Sarnath, known for teaching and learning since ancient times. The state is also home to well-known universities like Banaras Hindu University, and Aligarh Muslim University, reflecting its long tradition of education. As India's most populous state, Uttar Pradesh has always played a big role in shaping the country's culture and knowledge, a legacy that matters even more today as the state works to build strong learning foundations for its children.

Our work in Uttar Pradesh is implemented in partnership with the Samagra Shiksha Abhiyan, Department of Basic Education, and SCERT Uttar Pradesh. The state's reach spans 1.35 lakh schools, 1.43 lakh education leaders, and 1.84 crore children. In AY 2025-26, 1,06,906 schools (80.6% of the state) were assessed for NIPUN status, with 30% achieving it statewide.

*The year's strategy rested on three pillars: strengthening block leadership through the Block Leadership Development Program (BLDP), improving classroom teaching through the Project-Based Learning pilot, and deepening school-community trust through PTMs and Morning Assemblies. Together, these efforts moved Uttar Pradesh closer to its NIPUN Bharat and NEP 2020 goals. Within the the Block Leadership Development Program, Mantra4change also focuses on supporting a critical mass of education leaders through the Super 150 program. Within Super 150 blocks, coverage reached 97%, and 45% of assessed schools were declared NIPUN, 15 percentage points above the state average. At the student level, **2,55,717 children in Super 150 blocks were found NIPUN-competent.***





Classroom Level Impact

The Super 150 initiative has scaled from 30 to 150 Block Education Officers since its launch in July 2022. The program rests on the recognition that BEOs are a key translator of the NIPUN Bharat mission into actual classroom practice, so building their leadership capacity cascades down to FLN outcomes in schools. Support to BEOs includes need-based capacity-building workshops, peer learning platforms known as BEO Samvaad, regular review meetings, continuous field visits and follow-ups, data-driven decision-making systems, and recognition systems for high-performing blocks.

Project-Based Learning (PBL) Pilot

As part of STEP-UP, Project-Based Learning is being piloted to address a clear and pressing need in Uttar Pradesh's middle schools.

PARAKH 2024 — Key Findings

- Uttar Pradesh performs above the national average in Language and Mathematics, but these foundational gains do not translate into similar performance in higher grades.
- **Grade 6:** Students score 1-2 percentage points below the national average in Language, Math, and The World Around Us
- **Grade 9:** The gap widens to 6 percentage points below the national average in Language and 2-3 percentage point in Math and Science
- Students struggle most with scientific reasoning, data interpretation, communication skills, and applying what they learn in theory to real situations



56% of middle schools have student engagement below 40%, largely due to heavy reliance on lecture-based teaching



Only **33%** of schools run active student clubs



Only **25%** of students have access to vocational education

(Based on an internal study of middle schools, alongside PARAKH 2024 data)



These gaps are most visible at the Grades 6–8 level. PBL is designed as a way to connect what policy intends with what actually happens in the classroom.

PBL was piloted in Science across 1,729 schools in AY 2025–26, including 622 Upper Primary Schools and all PM SHRI schools, under the Experiential Learning head of the Project Approval Board (PAB). Early signs are positive: 58% of teachers say more than half their students are actively participating, and 87% of teachers reported that PBL was easy to integrate into their classrooms.

The scale-up is planned in three steps. In 2025-26, PBL was piloted in these 1,729 schools while the foundations were being established, including teaching modules, calendar integration, and a system to track progress. In 2026–27, the plan is to scale statewide to 18,000+ schools, strengthen support for Academic Resource Persons (ARPs), and advocate for a dedicated PBL budget. By 2027 and beyond, the goal is full implementation across every middle school in Uttar Pradesh.





School Level Impact

A key focus in Uttar Pradesh has been strengthening the capacity of Block Education Officers (BEOs) to lead educational change and improve school outcomes in line with NIPUN goals. The Super 150 initiative was initiated as a response to this challenge.



100+ field visits across 25 districts to assess NIPUN implementation and classroom practices



10 BEO Samvaad (Learning Circle) sessions held throughout the year



2,55,717 students found to be NIPUN-competent



45% of assessed schools in **Super 150 blocks** declared NIPUN, 15 percentage points above the state average

The DIET Empowerment Program continues to strengthen DIETs as Centres of Excellence (CoE). 13 districts were proposed as CoE in the first phase, receiving ₹103.74 crore for infrastructure like academic buildings, labs, libraries, and smart classrooms. Focus has also expanded to institutional capacity in areas of research, assessment, and pedagogy, with DIET faculty visiting Azim Premji University, Department of Education, Punjab and Department of Education, Nagaland. A Head Teacher guidebook was designed, a student-led calendar piloted in select schools, and a capacity-building workshop was conducted at Azim Premji University, Bengaluru.

At the school level, the Morning Assembly Initiative has emerged as a structured platform for classroom engagement. **The "Arunodaya" Morning Assembly Calendar**, curated by SCERT, was officially launched by Uttar Pradesh Chief Minister Shri Yogi Adityanath on 5th May 2026, with plans to scale across 1.3 lakh+ schools statewide. A pilot through DIET Varanasi covered 52 schools, reaching 13,300+ students, and demonstrated strong potential for building communication, collaboration, and student leadership through daily, student-led morning activities.



Community Level Impact

Parent-Teacher Meetings have been the cornerstone of community engagement under STEP-UP, conducted quarterly across Uttar Pradesh to strengthen the bond between schools, parents, and the community. Each theme-based meeting, guided by a Quarterly Theme Calendar and tracked through a digital monitoring system, keeps conversations purposeful rather than routine.



Over **8.85 lakh** parents attended PTMs through the year, with average attendance at 35.89%



In **14,281 schools**, parents went further and created dedicated "Learning Corners" at home, extending the spirit of PTMs into everyday learning support



1,23,496 schools conducted theme-based PTMs



Impact Story

One Head Teacher, One Transformed School

Not long ago, Jalalabad School No. 3 faced challenges common to many government primary schools: student records spread across different registers, parents needing repeat visits to get basic information, and classroom materials that weren't always easy to locate when needed.

Head Teacher Shri Vibhay Srivastav saw an opportunity to bring more structure to daily school life. He began by redesigning the school's admission form so that it doubled as a complete student portfolio. The redesigned form brought the child's key information, including attendance and academic records, together in one place. Parents no longer needed to make repeat trips for information, and staff could access the information they needed more easily.

With that in place, he turned to classroom readiness. To make sure materials were always on hand, he built classroom readiness kits, ready-to-go sets with the Talika, Sandarshika, chalks, dusters, and other essentials, so that everything needed for the day was easy to access.

One improvement led to another. Staff roles and responsibilities became clearer. Assessment records were properly maintained. Structured peer-learning groups gave teachers a regular space to share ideas and practices. A proper **Teaching-Learning Material (TLM)** repository meant resources were organised and simple to find.

Piece by piece, the school became more organised and efficient, through a Head Teacher who kept strengthening one system after another. Today, Jalalabad School No. 3 stands as a model of organised, child-centred leadership, a clear example of how thoughtful, hands-on leadership can shape a school for the better.





“Most children say they want to be a doctor, engineer, police officer or soldier because those are the only options they know. We put up a career counselling chart to help them discover new paths and set clear goals.

Kshama Shankar Pandey, BEO, Uttar Pradesh

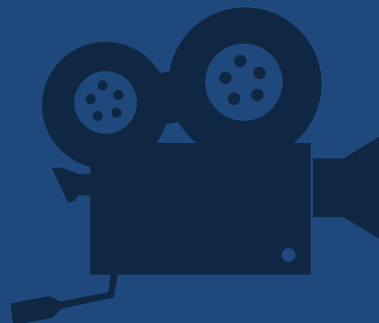


“Because of the Super 150 program, I learned about the concept of categorising schools and providing differentiated capacity building based on their performance—this was extremely helpful.

Ravindra Shukla, BEO, Uttar Pradesh

Mantra4Change

In Media



Cannes Lions Shortlisted!

Mothers of Courage, rooted in the Shikshagraha movement, was shortlisted at the Cannes Lions 2026 SDG category, recognising the power of community-led action to advance girls' education across Bihar.

A Visit from David Beckham!



Former England football captain and UNICEF Goodwill Ambassador Sir David Beckham visited a Project Based Learning classroom, where students showcased how curiosity, collaboration, and real-world problem solving are transforming learning.



Co-founder Santosh More joined sector leaders for a LinkedIn Live discussion on how collaboration is creating new roles, skills, and opportunities to strengthen impact across the social sector.



We celebrated the Stanford Social Innovation Review Summer cover story, highlighting global examples of collective social innovation and the importance of shared leadership in driving systemic change.



Alongside global partners, we co-hosted the One Billion Futures Workshop, bringing together leaders to explore collective solutions for advancing educational equity across the Global South.



We highlighted how parents, youth, educators, and local leaders are driving meaningful improvements in education, demonstrating that lasting school transformation begins with collective leadership at the community level. [READ MORE](#)



Founder Santosh More co-authored an article exploring how sustainable school transformation goes beyond isolated interventions and requires strengthening systems, leadership, and long term collaboration. [READ MORE](#)



We featured insights on why mentoring must become a systemic practice, emphasising its role in strengthening teacher development and enabling meaningful, long-term improvements in education. [READ MORE](#)



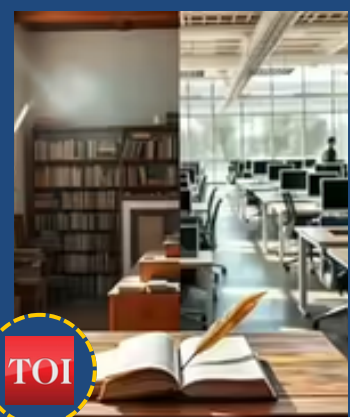
We highlighted the importance of student agency through Rashmi's journey, illustrating how responsibility, confidence, and leadership opportunities prepare children to navigate challenges and shape their futures. [READ MORE](#)



School Leadership Development Program, Samartha, received the Don Norman Design Award 2025 in the Organisation category, recognising its humanity-centred approach to transforming public schools through empowered education stakeholders.



We highlighted Bihar's efforts to promote scientific learning through science and mathematics clubs, hands-on activities, and innovation spaces that encourage students to learn by doing. [READ MORE](#)



Our work to strengthen Project Based Learning in Bihar was featured in The Times of India, highlighting the state level leadership workshop led by SCERT Bihar, BEPC, and Mantra4Change to advance implementation across all 38 districts. [READ MORE](#)



New Way of Learning | Project-Based Learning In Nagaland | EAA x Mantra4Change x Samagra Shiksha. [WATCH NOW](#)

Mothers of Courage | Shiksha Chaupal. Creates localised spaces for dialogue and collaboration. [WATCH NOW](#)



A project called friendship | Project-Based Learning | PBL In Bihar | EAA x Mantra4Change x SCERT. [WATCH NOW](#)

Siblings At Work | Rishabh & Nandini | Project-Based Learning In Bihar | EAA x Mantra4Change x SCERT. [WATCH NOW](#)



The World in Geometry | Neeraj Kumar | Project-Based Learning In Bihar | EAA x Mantra4Change x SCERT. [WATCH NOW](#)

YouTube Playlist



See the impact in action.

Explore stories from classrooms, communities and education leaders across India. Watch Project Based Learning come alive, discover the journeys behind our system strengthening initiatives, and experience inspiring films like the award-winning Mothers of Courage that celebrate the power of collective action in education.



Leaders of the Last Mile. The story of the school Leaders that are rarely told | Mantra4Change X Salesforce X Govt. of Karnataka. [WATCH NOW](#)

Manasa and her School | Mantra4Change X Salesforce X Bosch X Govt. of Karnataka. [WATCH NOW](#)



Chote Kadam Bade Badlav | Project-Based Learning in Lakhisarai | Mantra4Change x SCERT Bihar x Wells Fargo. [WATCH NOW](#)

From the Field



Together, these videos chronicle our journey of strengthening public education through collaboration, leadership, and innovation. They reflect the everyday efforts of children, educators, communities, and partners who are nurturing learning environments where every child can flourish.

Our Financial Summary



Total Expense -
₹ 50,92,10,607

Total Income -
₹ 48,54,46,115

Our Supporters

in Change

Thank you to all our partners for believing in the work, supporting our journey, and helping us create meaningful change in public education.

CORPORATE & CSR PARTNERS

- Aavishkaar Foundation
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- Rotary Club of Queen's Necklace, Mumbai
- Smt. Bhagwanidevi Basudev Jhunhunwala Trust
- Education Above All Foundation

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- Bihar Education Project Council (BEPC)
- Directorate of Primary Education, Bihar
- National Service Scheme, Karnataka
- Samagra Shiksha, Uttar Pradesh
- SCERT, Bihar
- SCERT, Uttar Pradesh
- Taluk Panchayat, Anekal
- Women & Child Development Department, Anekal

INDIVIDUAL SUPPORTERS

- Chetan Kumar Shah
- Cornelius Walter
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- Dhiman Ghosh
- Kumari Shibulal
- Priyadarshan Mundhra
- Ramesh Mangaleswaran
- Rameshchandra Gulabchand Kacholia
- Sanjay Mahesh Purohit
- Sarojini Damodaran Shibulal

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- Tata Institute of Social Sciences (TISS), Mumbai

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READ IMPACT REPORTS:



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People's Movement to improve
1 Million Public schools in India

Weavers of the movement:

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Foundation

Karunodaya
Foundation

Inqui-Lab
Foundation

UPKRAM

shiksharth

SLAM
LOUT
LOUD!

THE
APPRENTICE
PROJECT

1M
IB
1 MILLION
Billion

CENTRE FOR WILDLIFE STUDIES
1984

VIDHYALAY UDHYAM
ASSOCIATION

odisha rising
foundation

Peshwa
Foundation

GRAMOTHAN

V HELP

"commutiny"
the youth collective

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EDUCATION

antra
inspire. enable. transform.

QUEST
ALLIANCE

ALOHOMORA
unleashing minds

Bharat
Dekho

EduWeave
Foundation
For equitable education

आविष्कार
Avishkar - Center for Science, Math, Arts and Technology

ipei
Foundation
Initiative for People's Empowerment to India
(enhancing people's empowerment)

INVOLVE

MAKKALA JAGRITI
MAKING LOCALS ACTIVE IN THEIR COMMUNITY

संविधान सेवा योजना
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Praisie Mahila Samakhyas

Sol's ARC
EVERY CHILD LEARNS, EVERY ADULT EARNs

reap
benefit

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FOUNDATION

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Ghat

prajayatna
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ART
CLASS

=

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shikshagraha.org

Thank You Note

As we reflect on the 2025–2026 academic year, we extend our sincere gratitude to our partners, government departments, school leaders, teachers, students, parents, and community members. Your trust, collaboration, and commitment have been at the heart of every milestone we've achieved this year. We value this shared journey and look forward to continuing our work together to create meaningful learning experiences for every child.





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