



muktangan
learning & growing together

ANNUAL REPORT

**2024
2025**

Charting New Pathways



Table of Contents

■ Overview

Our Story
Our Approach to Learning
2024-25 Vision
CEO's Message

■ Highlights from Our Schools

Fostering Artistic Expression & Holistic Development
Interdisciplinary Learning
Socio-emotional Learning & Inclusion
Promoting a Reading Culture
Celebrating Academic Success- SSC Results
Touch Inspire Lead
Learning Today, Leading Tomorrow

■ Impact

Collaborating for Change
Partners in Research & Knowledge Sharing
Recognition, Voice & Vision

■ Performance

Awards
Governance
Financials



Overview



Our Story

Muktangan is an inclusive, child-friendly educational initiative that empowers individuals from underserved communities to become extraordinary educators. Meaning "Freedom in the Angkan," it fosters holistic learning for children, teachers and teacher educators within nurturing environments.

Over 22 years, we've developed a Mukta-Bhaga model- a central Teacher Education Centre (Muk) supporting 4 English-medium municipal schools (Bhaga) providing free, high-quality inclusive education. We partner with UNICEF, EMM, the Maharashtra State Government and NGOs to adapt and scale our model.

Our work is recognized by leading academic institutions, including TIER, University of Pennsylvania, Oxford, Cambridge and Bath Spa, reflecting our strong educational impact.





Why We Do What We Do

India's mainstream education system is facing deep-rooted challenges:



Our Approach to Learning

Every child deserves a happy, high-performing classroom that nurtures curiosity, creativity, and confidence.

Teachers must be empowered through continuous professional development, not just pre-service training.



Communities should own and participate in the education process, ensuring local relevance, sustainability, and accountability.

Learning should be purposeful, developing not only students' skills but also values, life skills, and socio-emotional understanding.





2024-25 Wins



- Mulangan was appointed by the WDC to design FLN assessment framework. 4 FLN orientations were conducted by a team of over 12 Mulangan FLN experts across 12 LRC locations in Mumbai, engaging more than 1,500 WDC teachers to prepare their Grade 2 students for FLN.
- Designed FLN table that will be set up in 100% WDC schools.
- Mulangan ECE faculty represented at MSCEBT Sakshiksha department for making of the "Matni Bai Mahanti Anand Sakshiksha Jodi Phara and the Samant sanghatsa" story document.
- Initiated Quality Assurance (QA) meetings, bringing faculty and subject experts together to refine teaching methodology. Department leaders conducted 48 classroom observations to ensure continuous improvement in the school's learning environment.
- Mulangan was invited at the NITI Aayog State Workshop series- National Workshop on Quality Education and Teacher Education.
- Launched the first in-person Mulangan Education Dialogue, engaging educators, policymakers, researchers, and community leaders in discussions on equity, inclusion, and innovative pedagogy.



ajit 
Education Dialogue



Message from the CEO

Dear friends, supporters, and partners,

Over the past 20 years, Muktangan has connected teacher education with classroom practice, making both children and educators to flourish. The past, our Foundational Literacy and Numeracy Reforms RISE model, met a 20-school pilot, expanded to over 900 BNC schools — a true example of grassroots innovation shaping systems.

We also achieved:

- Monitoring over 200 Anganwadi workers in blended;
- Revitalising all 10 schools of the Dohu Road Cantonment Board;
- Partnering with the BNC to strengthen the NIPUN Bharat Mission.

Our community educators are beginning to explore digital resources, and blended approaches, while staying rooted in child-centred pedagogy. Equally, through our Rural and Emotional Learning (REL) experiment, we have prioritised teacher well-being — knowing that emotionally healthy educators nurture confident and resilient children.

Finally, learning also comes through student exploration. We have explored the importance of marine habitats through science and health education, deepening their sense of sustainability and environmentalism. Our advocacy through the Muktangan Webinar Series and the National Education Dialogue further brought together practitioners, researchers, and policymakers to reimagine education collectively.



This has also a year of transition as we moved into the Midhangan Education Forum in Wadala, a space that fosters innovation, collaboration, and wider outreach. Our commitment to evidence-building has grown stronger through the Independent Status Committee for Research and tools such as school DEOUT (Differentiated Classroom Observation Tool) and assessments, ensuring accountability and quality.

Our schools celebrated all 100% SSC Board results, while our students' victories won city-level recognition for their performance. Equally inspiring is the journey of our alumni — who are now pursuing different careers in education, engineering, art and finance — while mentoring younger learners — a powerful reminder of how community transformation comes full circle.

Looking ahead, we aim to deepen our partnerships with government and philanthropic structures, building on shared values and a long-term vision of systemic change.

I extend my heartfelt gratitude to our teachers, academic faculty, field teams, support staff, Board, Advisors, Ethics Committee, parents, donors, and government partners. Each of you is integral to our journey.

It is with humility and gratitude that I step into the role of CEO of Midhangan from April 2025. I carry forward the inspiring leadership of our former Co-CEOs, Mr. Karan Bajaj and Mr. Dhyeendra Das, and remain anchored in the founding vision of Mr. Shashank and Mr. Suresh Mehta, whose belief in a community-led model of inclusive education continues to guide us.

Midhangan now enters an exciting new phase — one that calls for creativity, courage, and collaboration. With our legacy as our strength and our people as our energy, we step forward with confidence to shape a future where every child leaves with joy and dignity.

Warm regards,
Mayur Khatri
Chief Executive Officer



Fostering Artistic Expression and Holistic Development

For learning to be relevant, it needs the right kind of environment, exposure, and experience. When children are able to apply what they have learned in their everyday life, it becomes more meaningful and enjoyable. Classrooms must be spaces where children's creativity and curiosity flourish rather than wilted. A holistic education curriculum empowers learners to have their creative expression and instill a sense of freedom in young minds to see the world as one full of possibilities.



Holistic education in Mindaraga is a journey of self-expression, discovery, and joy. Our pedagogy integrates Art, Music, Physical Education, Dance, and Drama as core parts of the curriculum—not just extracurriculars. Whether it's through vibrant paintings, graceful dance moves, or melodic tunes, each child learns to collaborate and channel their energy positively and creatively.

Because at Mindaraga, expression is celebrated.





Holistic Highlights & Achievements

- Our students embarked on a musical journey with renowned Japanese violinist Mika Nakamura and performed beautiful violin melodies at prestigious venues like the Royal Opera House, BBC, Cricket Match, National Centre for the Performing Arts (NCPA)



Students performing alongside Japanese violinist Mika Nakamura

- The Annual Expressions Show was a celebration of creativity, showcasing our students' talents in music, dance, and drama. Their performances reflected the joy of participatory and collaborative learning.



- 37th children participated in District Sports Office (DSO) events, fostering holistic development through play over competition.





Community Outreach through Music:

Talented students from Mulanganpur BNC schools brought joy to the residents of Panna General Hospital's Ward for the Aged with a beautiful violin performance.



Music performances at Panna General Hospital's Ward for the Aged

Special Performance at ISPL Event:

Our young violins showcased their talent at an Indian School Premier League (ISPL) event and had the honour of meeting Bharat Rana awarded Sri Sachin Tendulkar, whose presence left a lasting impact on the children.



Performance at ISPL event

Outstanding Results in State Drawing Grade Exam 2024

All 16 students (Grades 4-12) achieved a 100% pass rate in the Elementary and Intermediate exams, with 16 earning Grade A. Art Teacher Ms. Sakshi Sharma also scored Grade A for her mentorship.



Children learning various art forms





Students Shine at DSO:

Students of Globe Mill Passage Municipal Secondary School participated in the DSO Sports Competitions and displayed outstanding skill, discipline, and sportsmanship. Their achievements have brought great pride to the school community.



Pankaj Mahra

*Won 1st Place in Karate at the District Level
& advanced to the Division Level*



Naman Sangay Jodon

*Won 1st Place in Boxing at District Level
& qualified for the Division Level*



Ginkis Mahender Boddie

Secured 1st Place in Taekwondo at the District Level



Darshak Damodar Patel

Secured Silver Medal in Boxing at the District Level





Advancing STEM and Future Readiness- Interdisciplinary Learning

Rapid technological progress challenges schools to prepare children for the future. STEMC builds a culture of innovation, curiosity, and exploration, making abstract subjects like Math and Science visible. By creating engaging environments that spark the desire to "keep going," our STEMC initiatives empower students to take charge of their learning and build skills to thrive in the modern world.

Highlights



Our students participated in an all-girls science competition organized by the U.S. Consulate General-Mumbai, WMC, and STEMC Learning, winning 1st prize among 8 schools for their outstanding project presentation.



Highlights

At IndusAgan, the Science and Math Education Department endeavored to create an engaging, interdisciplinary learning experience on biodiversity. By integrating scientific inquiry with creative expression—through painting, drama, song/dance art, and discussion—students explored species diversity, climate change, and marine conservation, making complex concepts like biomagnification both accessible and impactful.

Fish in Our Water: Students across all schools explored fish biodiversity. Grades 1-2 studied why some fish are spotted, Grade 3 investigated the decline of Bombay populations, Grade 4-5 explored freshwater and marine diversity through art, Grade 6-7 researched nutrition and biomagnification, and Grade 8 designed posters on ocean conservation. The projects were showcased on National Science Day. [View Project](#)



Our Kite Neighbors: Students of Grade 5-6 observed a kite family for a month, documenting parental roles, chick growth, and nest camouflage. They presented their findings at an in-house symposium on 17th April, covering bird life, aerodynamics, feathers, and reflexes, with ecologist Kanaketa Gurukul Nalk adding valuable real-world insights.





Guest Lectures, Symposia, and Workshop Series On 28th October and 2nd November 2024, Professional Development sessions featured talks on space, symmetry in life, AI in education, fruit flies as disease models, and MIT visualization. The Physics Symposium (16th-18th April 2025) explored microbial motility, cosmic evolution, warm life, and classical physics, with Chief Guest Anshu Bhattacharya Rajagurugan. On 19th-20th May, the Royal Society of Chemistry led a Summer Pedagogy Workshop.



Science Club Solved Grade 7 students at Epiphany School engaged in hands-on experiments ranging from cigarette wax studies and statistical analysis to fruit fly research, bird flight re-engineering, and productive reading. The activities nurtured curiosity, observation, analytical thinking, and real-world connections to science.





Departmental Visits and Trips: The Science Department organized the school of filmmaking at the National Museum of Indian Cinema. Earlier this month, Grades 2-4 teachers attended interactive sessions at Nataraj Concert, while Grades 5-8 students studied plant life at Pramod Mahajan Garden. On 15th December 2016, Grade 9 students visited IIT Bombay's TechFest, experiencing innovations in robotics, AI, space technology, and biomedical engineering.



Inter-departmental Lectures: The Science Department collaborated with the Pre-Services Department to conduct Health Sessions for trainees, offered reinforcement of learning material, and implemented integrated lesson plans with the Mathematics Department.



Competitions and Projects: In the Dr. M.K. Shinde Sahasrabhushan Competition, nine students cleared the first round, with final 22 students advancing to the experimental stage. At Lavangrao School, Grade 7 students participated in the City as Lab project, researching dengue surveys, displacement areas, water quality, and GIS—two projects received special commendation.





Socioemotional Learning From Awareness to Action: Mental Wellness in Schools

At Midhangan, founded by Dr. Elizabeth Nolasco, our vision is to make school a joyful and safe space for every child, teacher, and parent. Guided by the motto 'learning and growing together with faith', we see teachers as facilitators who help children to obtain knowledge, fostering autonomy, engagement, and positive well-being.



To address the growing need for mental health support in schools, we launched the School Mental Wellness Course 2023, a three-month program training selected teachers as School Mental Wellness Teachers (SMWTs). Through a rigorous selection process, school teachers were chosen for their empathy, active listening, compassion, and communication skills, ensuring accessible mental health resources for our students.

Selected teachers underwent rigorous training designed by psychologists and certified with Universal Child Development Center's Community Mental Health Program. The modules covered socio-emotional learning (CASEL model), counseling skills, psycho-social child development theories, mindfulness practices, and parental literacy education.



→ IMPACT



STUDENTS

- Show greater kindness, empathy & self-control
- Better manage stress, anxiety & peer conflicts
- Develop resilience & emotional balance

- Increased confidence, Mental Wellness Facilitation
- Shared learning through professional development



TEACHERS



CLASSROOMS

- Transformed into safe, respectful & empathetic spaces
- Student-led activities & value-driven perspectives

Case studies highlight children overcoming deep emotional challenges, teachers embracing new SEL practices, and once chaotic classrooms evolving into environments of mutual respect.





IMPACT STORY

Socioemotional Learning- An Ongoing Journey

At NSE Jadhvi Marg School, a dedicated School Mental Wellness (SMW) teacher transformed Grade 1 students' emotional well-being through Socio-Emotional Learning and Quality Circle Time. By creating a non-judgmental, approachable space, she built trust that encouraged students to share their feelings.



One student, struggling with divorce and loneliness, received 10-11 co-counseling sessions with the SMW teacher and school counselor using narrative practices and emotional regulation techniques. The student gained confidence, resilience, and conflict resolution skills, moving away from thoughts of giving up.



Now in Grade 9, she continues counseling, promotes mental wellness among peers, and has formed a friend for support. This case shows the impact of SMW teachers in fostering safe spaces, emotional growth, and systems around mental health.



Strengthening Classrooms through Inclusion

IEL Training: Teachers underwent Indian Sign Language training to enhance accessibility for children with hearing difficulties.



Awareness Session: The Inclusion Department trained all teachers at Districtal Curriculum Based schools on learner diversity and inclusive strategies.





Strengthening Classrooms through Inclusion

Parent Support Group: In collaboration with the SBL Department, parents were given a safe space to share experiences and gain accurate guidance on TDDs, empowering them with strategies to better support their children.



Classroom Supports: Teachers introduced visual schedules for autistic learners, structured behavior reinforcement systems, and taught functional skills to children with intellectual disabilities, fostering predictable and inclusive learning environments.

→ Promoting a Reading Culture & Lifelong Learning

Many studies have revealed that the love of reading is influenced by the learning environment. The role of reading in a child's life goes beyond language development and extends itself to understanding self and the world better. Our libraries are spaces where learners tug into their creativity and imagination.

Highlights ←

Our Mahila Library Initiative, launched in Yashwantrao Chavan 100th, successfully navigated three years. With the support of our dedicated team and parent volunteers, the program has reached over 2,000 community women across all age groups and has been instrumental in offering exposure to types of books.





Highlights

Literary Cafe: Students from Grades 1-2 enjoyed a creative book menu and enjoyed copy reading sessions, making books more engaging and accessible.

National Reading Day: Representatives from the National Book Trust, India, conducted a memorable storytelling session that inspired empathy, critical thinking, and conversation among students.



Reading Festival: Offered exposure to diverse genres and authors through storytelling, games, and discussions, strengthening academic skills and student well-being.





Celebrating Academic Success

277 Makranagan students appeared for the Maharashtra State Board Secondary School Certificate (SSC) examinations this year out of which 38 children have special needs.



Top Scorers Across Our Schools *



Rafael
Gavaskar



Uday
Singam



Shravan
Dadvi



Ashish
Dhawan



Arya
Jadhav



100%

100% pass percentage



241

Students scored 100 marks
and above across our subjects



average percentage scored by
students with special needs



Minimum marks scored
students with special needs





SSC- Impact Story



Prashant C. Gankar

"The acknowledgment of Ishukhenge made me feel heard and supported and that's what gave me the strength to keep going."



Prathmesh Nayakank

"The power struggle in senior 7 was toughest with my school but got me understood myself better, and with my teachers' motivation and guidance, I was able to rise higher and achieve more."



Shantel Takaram Dahi

"My parents also had anger, seeing the conditions in my father. When being in this moment, get to see nothing is over glass of life, I have found peace in life."



Arjun Patel Shah

"My teachers played a major role here. They motivated me in class, explained things enough, and always believed in me."

SUCCESS STORY





Teach. Inspire. Lead

At Malayan, we believe that transforming education starts with transforming educators. Our classrooms are spaces of shared learning and collaboration, where the teacher is not a figure of authority but a facilitator, monitor, and co-learner. This fosters an environment of mutual respect, partnering, and emotional safety. This year, we have deepened our focus towards teacher empowerment, emotional well-being, and their ongoing professional development - laying the foundation for a cadre of mindful, adaptive, and courageous educators.

Highlights



This year's professional development sessions focused on strengthening teachers' socioemotional skills- emotional regulation, empathy, and classroom resilience. Through workshops, role-plays, and reflection, teachers learned strategies to manage stress, build positive relationships, and respond with patience. Emphasis was placed on modeling these skills to create emotionally safe, supportive classrooms. By nurturing teacher well-being, we foster a ripple effect, enabling them to guide children with confidence, care, and socioemotional awareness.





Highlights

We took active steps to review our pedagogy and processes through Quality Assurance meetings where Mikatagan family and subject experts identified issues and took corrective actions. Faculty conducted a total of 48 observations related to various quality assurance (QA) parameters in the school's learning environment and assessed the overall effectiveness of our education process.

Observation Identified: Classroom chart displays were either too few or overcrowded.

Actions Taken: Engaged teachers and school facilitators in discussions and conducted capacity-building sessions on effective display practices.

Impact: Classrooms now feature more interactive, well-organised displays aligned with children's learning needs.



QA Processes

- Observations
- Teacher Discussions
- Training
- Improved Practice

Quality Assurance Review Meetings

20

Representatives

7

Next QA Meeting

19

Next Observers Observations

48

Tools Used

- Classroom Environment
- Differentiated Instruction
- Formative Assessment
- Goal Setting
- Peer Learning
- Teaching-Learning Materials (TLM)





Highlights

The 'Matah Patah Mata' engaged 100+ practitioners and families in play-based, experiential learning through interactive stalls on language, work, art, music, dance, and the senses. Organized in just two weeks by pre-service trainees, it showcased Mindragen's joyful, child-centered philosophy and the creativity of future teachers.



In April, the Teacher Certification Ceremony celebrated 17 graduating trainees and their mentors. The program equips educators with skills in language, classroom management, socioemotional learning, and holistic, inclusive pedagogy. The event honored their journey and reaffirmed Mindragen's vision of nurturing future changemakers.



Teacher Trainee- Impact Story

In Indragiri's community, quiet beginnings often spark powerful change. Vidya's journey is one of grit and courage. With only an SSC qualification, she joined the Pre-Service Teacher Education Course and, alongside its rigorous program, employed her SSC balancing studies, family duties, and past learning gaps with resilience.

Training helped her design creative lessons, build confidence, and improve communication through Quality Circle Time. She rediscovered her love for art, embraced discomfort with technology, and strengthened her English through children's books and storytelling.

Despite challenges during her WSC exams, Vidya persevered with minor support. Now in her second year, she aspires to pursue further studies- a B.Ed., M.A., or M.Ed- dreams she once thought impossible.

Her teaching mirrors her own transformation: withdrawn children opening up as she went did. From parent to teacher, Vidya now supports her family, connects deeply with children and parents, and navigates others with her empathy.

"De Sadhar naga hai, with Sadhar Sadha hai," she says proudly. Her journey- from hesitating to speak English to leading classrooms- shows how education creates future. Today, her dream is to keep learning, teaching, and lighting the path for others.



→ Learning Today | Leading Tomorrow

This year, our alumni initiatives continued to inspire, connect, and open doors for students and graduates, strengthening pathways into higher education, careers, and global opportunities.

Preparing for What's Next

Through College Ready and Make-Before sessions, students built essential skills in self-reflection, career awareness, and navigating higher studies. College visits and expert talks gave students a first-hand view of future possibilities.

Access to Opportunities

Scholarships played a transformative role—15 students supported by the Mahaveer Bunge fund, 7 by the Dilmar Chandra Vidyasagar Fund, and 8 girls through the Ujjayini Shakti Fellowship. Alumni also gained access to prestigious opportunities like UWC, Aditya Birla, and the Cambridge College Initiative.

Learning from Alumni Journeys

The World of Exports series brought alumni voices into classrooms, showcasing success in medicine, engineering, CA, STEM, music, and beyond. Mahaveer Career Day featured inspiring speakers, helping students imagine non-agi professions.



→ Learning Today | Leading Tomorrow

Building Skills & Creativity

Alumni-led workshops in art, dance, gaming, yoga, and chess nurtured creativity and well-being. Participation in the Oxford Climate Change Project created lessons to engage in global conversations on food security and biodiversity.



→ Pathways Into Work & Leadership

Alumni continued to excel in higher education and employment. Ganesh Senkar was recruited by Teach For India, with other great talents engaged in social outreach projects. Sonoma University also recognized our HSC loggers for academic excellence.

Together, these milestones showcase how Multilingual is shaping new pathways and educating for what's next: empowering students and alumni to embrace opportunity with confidence, creativity, and purpose.



Celebrating Alumni Connections

Multilingual welcomed 150 alumni from recent batches, reinforcing a strong sense of belonging. Alumni also engaged in grassroots like EMLN's Role Model Series and the US Consulate's STEM workshop on AI, preparing to lead in a changing world.





Collaborating for Change



We launched the Muktaangan Education Forum (MEF) to foster dialogue, reflection, and advocacy to advance. MEF shares insights and best practices with educators, policymakers, and society, amplifying grassroots voices and driving systemic change. With our schools as centers of innovation and research, we collaborate across sectors and communities to co-create scalable solutions, rooted in the belief that true transformation happens when communities are co-creators, not just recipients.

Launched in March 2022 under the guidance of Hon'ble Education Officer (BMC), San Rajesh Kasiar, Muktaangan is implementing the NIPUN Bharat Mission across 26 schools in four Mumbai wards (G South, Chhokra, P. East, P. West).

Muktaangan strives to build a strong literacy and numeracy foundation in children from across BMC schools aged 4 to 9, using proven Muktaangan pedagogical processes, that will help them attain grade-level Foundational Literacy and Numeracy (FLN) skills, as prescribed by the NIPUN Bharat Mission. Through close collaboration between BMC teachers and Muktaangan-trained teachers, the initiative is making a significant impact on students' Foundational Literacy and Numeracy (FLN) skills.



BMC - Muktaangan NIPUN Bharat Project



In the first year, the model created a three-level impact:

Student level - Built strong literacy & numeracy foundations aligned with NIPUN Bharat Mission goals.

School level - Set up 16 FLN Labs in 26 BMC schools, creating resource-rich environments for sustained learning.

Advocacy level - Strengthened BMC partnerships, influencing FLN policy and paving the way for model adoption across all wards.

→ Impact | NIPUN Bharat Project

Mukhangar, appointed by the BNC to design the FLN assessment framework, piloted it with 50,000+ Grade 2 students (Jan–Apr 2025).

To support readiness, BNC FLN experts conducted 6 orientations across 12 LBICs, engaging 2,500+ BNC teachers.

6,200+

Children

Successfully skills mapped through Mukhangar FLN readiness and day

4500+

Teachers

Engaged through Mukhangar readiness training and orientation for FLN

190

Subgroups/cluster

performing assessment and readiness check of the 20 states

12,400+

Mukhangar FLN OTV

Baseline performance assessment with Mukhangar FLN OTV

275

FLN Resource Rooms

Established across 275 BNC schools for assessment

Activities

- In the academic year 2024-25, students who began the FLN journey with us reached Grade 2.
- To measure the desired outcome of this mission, we had appointed a third party assessor in 2024-25, who conducted the largest report for BNC and BNC 2 students and also conducted Baseline and Endline assessments of all 2 and 2 students to study grade level NIPUN target achievement.
- A total of 10 baseline report cards for Standards 1, 2, and 3 were prepared based on Mukhangar's internal evaluation and was shared with the BNC headmasters for their respective schools.
- Conducted an internal evaluation of Grade 2 students to identify the weak students for whom reading challenges were expected to improve their literacy skills.



Findings

- Dedicated Mukhangar field team of 11 Mukhangar FLN educators
- 1 Mukhangar external faculty strengthening and monitoring and assessing the project
- 2 Mukhangar department subject experts to design the FLN curriculum
- 1 Mukhangar field team for monitoring internal evaluations



Anganwadi Transformation Project in Nanded

The Anganwadi Transformation Project, launched by Mukangan in partnership with the Nanded Zilla Parishad in June 2024, aims to strengthen early childhood education in Kandhar and Talgaon blocks under the ICDS program. The project enhances Anganwadi center capacity through structured training, toolkits, and practical support, directly benefiting children's learning, health, and development. A dedicated field team, trained at the Mukangan Education Forum in Mumbai, implements practical sessions, literacy, numeracy, and outdoor play strategies across Anganwadi centers.



Key Objectives

- To establish 28 Model Anganwadi Centers in collaboration with ICDS and Primary Education Department.
- Build the capacity of 800 Anganwadi workers in early childhood education.
- Provide activity handbooks and affordable toolkits for continued learning.



Field Team

Deployed Mukangan field team of 2 Project Coordinators and 4 Project associates in Talgaon and Kandhar blocks. They effectively conducted trainings, monitored progress, and provided on-ground support to ensure consistent implementation of ECE practices. Their ongoing mentorship and guidance have been instrumental in bringing about transformation of anganwadis by the ICDS supervisors and milics.





Impact | Anganwadi Transformation Project

15,569+

Children

Anganwadis transformed
through the project
across Karnataka

530

Anganwadis
transformed through
the project

530

Teachers
transformed through
the project

100%

Mukhyamantri Tinkari Shala
model in all 500 Anganwadis
transformed through the project

Community

Participatory learning
model in all 500 Anganwadis

Government

Convergence of all
government schemes
in all 500 Anganwadis

- We witnessed a noticeable improvement in children's enrollment and consistent attendance across Anganwadis.
- Ongoing research study initiated titled "Testing the Efficacy of Mukhyamantri Tinkari Shala in Needed District" for evaluating the effectiveness of Mukhyamantri Tinkari Shala.



Capacity Building of Community Fellows with *Sankalp Ek Prayas*

We entered the second year of partnership with Sankalp Ek Prayas to strengthen 25 Sankalp **SEKSP** Fellows and 500 community teachers across 4 districts of Chhattisgarh for improved learning outcomes through active-constructive pedagogy, socio-emotional learning (SEL), leadership, inclusive practices, and library development.

Key Focus Areas

- English and Math pedagogy (Grades 1-8)
- Socio-emotional development (CASEL framework, Quality Circle Time)
- Leadership skill-building for fellows
- Inclusive education awareness
- Library integration for library enhancement
- Holistic education (Art, Music, Physical Education)



Roll Out

- 14 Mukangan faculty across subject areas (English, Math, SEL, Inclusion, History, Library and Leadership)
- 1 Mukangan outreach faculty coordinating project activities

Key Activities

- Online and offline capacity-building workshops in all focus areas
- On-ground monitoring visits by Mukangan library and holistic care
- Fellows' suggestions sent to Mukangan schools and further to Mumbai
- Assignment-based learning and cascading workshops to community teachers
- Continuous monitoring through project assessments and ongoing feedback



Impact | Sankalp Ek Prayas

100%

Teachers

100% of teachers are trained in digital skills

60-90%

Students

60-90% of students are trained in digital skills

90%

Students

90% of students are trained in digital skills

+54%

Students

+54% increase in digital literacy skills among students

18000+

Students

18000+ students are trained in digital skills

60-68%

Students

60-68% of students are trained in digital skills

500 Teachers Empowered | 100+ Centres | 45% fallow-up in promoting holistic, library & SEL practices.



→ Pre-Service Teacher Education with Dharma Bharati Mission (DBM)

Key Modules Covered

- Child Development & Pedagogy
- Early Language & Literacy
- Mathematics for Preschoolers
- Creative Arts & Activities
- Teaching-Learning Material (TLM) Making
- Fieldwork & Classroom Practice in Mahatma preschools
- Proficiency in English

The DBM-Mahatma Teacher Training Project equips community women with professional skills in early childhood education. The programme combines theory sessions, practical internships, and classroom exposure, enabling participants to become confident preschool teachers.



→ Impact

44

trainees

enrolled across 2 levels

30+

placements

in preschools, ECE centres & teaching centres

32

graduates

enrolled in preschools & centres

73% average

attendance

reflecting high commitment despite personal and family challenges



Govardhan Rural Development Project English Proficiency Program

The Govardhan Rural Development (GRD) English Proficiency Program was a four-month collaboration between ISKCON Govardhan Rural Development Project and Mahanagar Education Trust aimed at enhancing the English language skills of Vidyaresh students. The program focused on developing listening, speaking, reading, writing, and grammar skills for primary-grade teaching. By integrating English proficiency with teaching pedagogy, the project sought to improve participants' communication with students and overall teaching effectiveness.

Objective

Build spoken English skills in teachers to enhance teaching effectiveness and communication with students; improve listening, speaking, reading, writing, and grammar skills.

Language Building

- Conversational greetings
- Know Yourself – rapport building
- Show & Tell (presenting objects, Vb-questions)
- Sentence building activities

Reading Skills

- Picture Talk – theme-based vocabulary
- Reading passages for emergent readers

Classroom Environment

- Flashcard & label making
- Labeling classrooms to create print-rich spaces

Teacher Competency



Impact

+19%
Avg. more

Improved Basic Reading (L1) by
in 2021 by teachers

**Listening and
Speaking**

improved by 100%

**Workshops and
Online Sessions**

Improved confidence & writing
fluency





Muktangan ECHO Student Engagement Programme

This project aims at improving classroom teaching quality, leading to improved student learning outcomes. The Muktangan ECHO Student Engagement Program has helped teachers and educators create inclusive and stimulating learning environments, promote active participation, and build strong relationships between students, teachers, and the school community. The programme engaged 30 educators from 30 organisations, with an indirect impact on hundreds of students through improved teaching quality and school-family collaboration.

Module Covered

- Understanding Student Engagement
- Teacher-Student-Parent Relationship for Student Engagement
- Designing Active Constructive Learning (ACL) Experiences
- Effective Feedback Mechanisms for Student Engagement
- Formative Assessments for Student Engagement



Impact

22% → 90%
confidence rose

with their peers
in active environments

82%
teachers

became leading
classroom leaders

53%
participants

became confident in
expressing their
views freely

8% → 83%
teachers

became aware of student
motivation to engage teachers

0% → 90%
clarity

teachers in classroom
management

89%
teachers

will appreciate and value
engagement strategies



→ Mukhtangan ECD Teachers Training Program for YMCA Bombay Outreach

Modules Covered

- Parent Engagement
- Basics of Early Routine
- EHS Concept Circle
- Physical and Mental Well-being
- Role of Madama in fostering children's well-being

In the second year of the partnership, Mukhtangan empowered 22 Salwa teachers and madams with developmentally appropriate early childhood education practices to enhance child learning and holistic development.

Objective

The program aimed to share Mukhtangan's evidence-based ECE programs and support teachers in implementing structured, age-appropriate classroom routines effectively.

95%
classrooms
using structured routines

85%
centers
with active parent engagement

70%
teachers
implementing play-based routines

80-90%
teachers
using games in learning resources

Impact



Findings

Teachers gained key skills in planning and executing developmentally appropriate activities, engaging parents actively, fostering literacy, numeracy, and cognitive skills, and creating enriched, play-based, and child-centered learning environments.



→ Dehuroad Cantonment Board Schools' Transformation Project

Mulangan entered into the second year of partnership with the Dehuroad Cantonment Board in Pune, focusing on transforming the educational experience across 10 schools, serving over 1,200 students and 304 teachers, primarily from economically disadvantaged and migrant communities. The collaboration aims to strengthen whole school processes, improve classroom learning and integrate holistic education practices.

Key Focus Areas

- Implementing child-centered, activity-based learning across subjects to enhance engagement and holistic development.
- Strengthening learning environments, classroom routines, assessment practices, and curriculum planning for consistency and effectiveness.
- Building the capacity of school leaders and teachers.
- Equipping students with pedagogical skills, active-participatory methods, and subject-specific expertise.
- Promoting meaningful engagement with families to support learning at home and strengthen school-community links.
- Mulangan programme coordinator in Dehuroad conducted 210 field visits to ensure implementation of Mulangan processes.



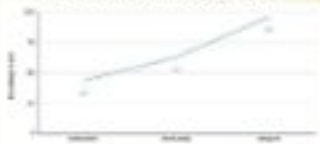
→ Dehuroad Cantonment Board Schools' Transformation Project

Impact ←

Major Milestones

- Gradual transformation over the past 1.2 years following Mukangan training.
- Classrooms feature 7 learning centers: Math, Reading & Writing, Art, Science, Peace, Music, Story.
- Teachers foster holistic development: motor, intellectual, physical, and socio-emotional growth.
- Foster engagement through regular meetings, improved communication and involvement.
- Children show greater enthusiasm, engagement, and consistent attendance.
- Created a child-centered, stimulating environment, marking a key achievement in gradual learning.

Improvement in SSC Results



**+15% student
enrollments**
*in Dehuroad schools
compared to previous years*

**83.67%
teachers**
*using active participative
pedagogy*

**100%
transformation**
*in Dehuroad schools over one
year*

**39
Mukangan
Workshops**
*conducted for grassroots to Grade
2 teachers with 100% attendance*

**379
Curriculum Design
Meetings**
for Grade 1 to 7 teachers



Pathways in Research and Knowledge Sharing

Impact

Highlights

- We launched our first in-person **Student Education** dialogues on the theme- **"Enriching Early Childhood Education"** to engage diverse stakeholders including educators, policymakers, researchers, and community leaders in conversations about critical issues in education, such as equity, inclusion, and innovative pedagogy.
- We hosted a webinar series on the theme **"Towards Achieving School Excellence"** covering interesting topics like leadership, learning environment and assessments. Our esteemed speakers from organizations like Pepsu, Vidya Vihar, Srikrishna Waldorf School, Educational Initiatives to name a few, threw light on effective strategies, solutions and lessons from the field that was a great source of learning.

42
participants

20
organizations



160+
participants

90+
organizations



Pathways in Research and Knowledge Sharing

Muktangan



- We partnered with ISEHR for the 2023 Research Paper Symposium in Bristol, exploring cutting-edge ideas in education and mental health. Our Founder, Mrs. Elizabeth Mehta shared insights on impactful research, reaffirming Muktangan's commitment to inquiry-driven progress.
- The Association for Early Childhood Education and Development (AECED), in collaboration with the University of Rajasthan, hosted a National Symposium in Jaipur on November 8th, 2024, themed 'Tulsi in Frontiers: Navigating the Foundational Days.' The focus was bridging gaps between early childhood policies and implementation.

Muktangan presented two papers



- **Early Childhood Assessment Frontiers in Muktangan Framework** by Ms. Jyotsna Kamgurunala and Ms. Laxmi Shindekarla, showcasing formative child assessments and progress monitoring aligned with National Framework Curriculum goals.
- **Mapping Interdisciplinary Learning Frontiers in Foundational Stages** by Ms. Krutika Bhat and Ms. Anushka Devi, showcasing teachers' 22L awareness, practices, and perceived benefits for children's well-being.



Highlights

- National Workshop on Quality Education: Mayor Khairi, CEO Multangan, emphasized the need for more instructional time and autonomy for teachers to effectively deliver WEP 2020's holistic curriculum.
- National Workshop on Teacher Education: Yvonne Saugli, Leader of Institute Teacher Education, highlighted the importance of continuous teacher capacity building and hardworking.
- International Conference on Narrative Practice (Jan 10-12): ILL Leader Brian Aragon shared perspectives on using narrative practice to support mental health and community well-being.



- Visit by U.S. General General Mike Markay and Brenda Sayo visited our school, offering students insights into India's U.S. relations. General Sam Markay and Kaiti Sayo also conducted a session on communication skills.



Recognition, Voice, and Vision

Our community-driven model and innovative processes have not only transformed lives but also gained recognition on multiple platforms. These features and accolades affirm that we are indeed paving the way and collaborating for a future-ready, child-centric education system.

Recognition

- Lokmat featured our early childhood education initiative in Panded district, reaching over 5000 households and thousands of young learners with a focus on agency building and community engagement.

News

बिना अग्नि पाली करत, ५००० आवासीय घर असो २५ लाखको होमण्ड करण्डा



विचार

- Berlin Dilek Foundation featured Mulmangan as a success story in its blog 'Child-Centric Education: The Need of the Time' highlighting our personalized and inclusion teaching approach.

Child-Centric Education : The
Need of Time
Putting Students at the Heart
of Learning





Spotlight

Ms. Ina Ishti, faculty at Jain Premji University, penned an article on Mukhtang's early childhood learning model, appreciating well-structured yet flexible classroom programs.



More power to community reading



Visiting ITP fellow Mr. Rishi Mishra featured Mukhtang in *The Process*, recognizing our a community-integrated education model and innovative grassroots efforts.

Our Mahila Library initiative, which now engages over 1,000 readers, was featured in *Midday* — an ode to this “great women for all” endeavor, igniting a culture of reading across generations.

Read / Listen / Watch / Download the full story!

TRUSTS AND TURNS: Involving the community in education

Mukhtang has created a highly inspiring environment in which locally-embedded community members



lead efforts to support education.





Awards and Honors



Lifetime Achievement Award presented to our Founder Mrs. Binodini Mishra by JECSS and the University of Rajasthan, for her exceptional contributions to early childhood education in India.



Special Impact Award by the Seniors Club of Seniors' Day in recognition of our sustained community impact.



Board of Trustees



Mr. David M. Haring
 Director of Foreign Trade
 U.S. Customs Service
 1300 North 17th Street
 Washington, D.C. 20534



Miss Elizabeth Nelson
 Incorporated, established with only
 one director, is representative of a number
 of other companies working to build
 wealth in their future. She is president of
 Housing Resources for Children in the City
 of New York.



Mr. Loring Clark
 The Atlantic States Conference
 Economic Committee and
 House Committee on the North
 Atlantic, a special Atlantic
 Committee's Committee on Western
 Atlantic, an annual meeting
 including Atlantic, Pacific and
 American representatives.



Mr. Francis Matthews
Mr. Francis Matthews is Postmaster of the Town and City of Glasgow, Glasgow, Scotland. He is one of the members of the Glasgow City Council. He is also a member of the Glasgow City Council. He is also a member of the Glasgow City Council.



Mr. Thomas Iyer
Mr. Thomas Iyer worked in the import sector only temporarily, the Singapore Import Association there being a trade union. I was in office during most of the period of increasing economic change.



Mr. David Vioj
Mr. David Vioj, a management consultant, author, and entrepreneur, has been named CEO of **Wynn Resorts, Ltd.** the Las Vegas-based gaming and entertainment company. He has spent the last 10 years building Wynn Resorts, which has built all of the company's gaming resorts and hotels in Las Vegas. He has been the driving force behind the company's success.

[illegible]

Board of Advisors



Mrs. Shashikant Parashar

Mrs. Shashikant Parashar, member of Board, Managing and Support Services, has worked for the Board in New Delhi, as a consultant under the Project Energy Studies, as a leading member of Global Knowledge.



Mr. Rajesh Sharma

Mr. Rajesh Sharma is the Managing and Support Services of Project Energy Studies and has previously worked for the Board Energy and Research, Project Energy Studies, which he had been involved in working for the Board.



Mr. Rakesh Sharma

Mr. Rakesh Sharma, an expert in Project Energy and Information, is responsible about management system and information system. This is done during the 10 years with the Project Energy, he was in the project Energy with 1000 employees in the Project Energy, he was in the Project Energy, he was in the Project Energy, he was in the Project Energy.



Mr. Vinod Kumar

Mr. Vinod Kumar, Managing Director of 10000 Project Energy, has been a part of the Executive Project Energy, he was in the Project Energy, he was in the Project Energy, he was in the Project Energy, he was in the Project Energy.



Mr. Jennifer Thomas

Ms. Jennifer Thomas is an expert in the Project Energy, she was in the Project Energy, she was in the Project Energy, she was in the Project Energy, she was in the Project Energy.



Mr. Dinesh Desai

Mr. Dinesh Desai, an expert in the Project Energy, he was in the Project Energy, he was in the Project Energy, he was in the Project Energy, he was in the Project Energy.



Mr. Rajesh Gupta

Mr. Rajesh Gupta, an expert in the Project Energy, he was in the Project Energy, he was in the Project Energy, he was in the Project Energy, he was in the Project Energy.



Staff Data 2024-25

Employee Salary Strands

Gross Salary per Month	Male	Female	Total
0000-10000	9	10	19
10001-20000	10	101	111
20001-30000	1	109	110
30001-100000	1	10	11
Greater than 100000	1	2	3

• All our Women, Advisors and Volunteers give their time generously hence receive no remuneration

• Remuneration of the highest paid staff member: INR 38,40,000 per annum

• Remuneration of the lowest paid staff member: INR 64,000 per annum

Total Staff Breakup

Particulars	Male	Female	Total
Full-time Staff	19	110	129
Part-time Staff	0	47	47
Consultants	1	0	1
Total Number of Staff (Including Volunteers)			177



Financials

Financial Statement		Period		Amount	
		2000	2001	2002	2003
Income Statement					
Revenue		100.00	100.00	100.00	100.00
Expenses		(80.00)	(80.00)	(80.00)	(80.00)
Net Income		20.00	20.00	20.00	20.00
Balance Sheet					
Assets		100.00	100.00	100.00	100.00
Liabilities		(80.00)	(80.00)	(80.00)	(80.00)
Equity		20.00	20.00	20.00	20.00
Statement of Cash Flows					
Cash		100.00	100.00	100.00	100.00
Accounts Receivable		(20.00)	(20.00)	(20.00)	(20.00)
Accounts Payable		(20.00)	(20.00)	(20.00)	(20.00)
Net Change		60.00	60.00	60.00	60.00



Income Expenditure

Financial Statement of the Company for the Year Ended December 31, 2010					
Item	Amount		Percentage of Total Assets		Notes
	2010	2009	2010	2009	
Assets					
Current Assets					
Cash and cash equivalents	100,000	150,000	10.0%	15.0%	
Accounts receivable	200,000	180,000	20.0%	18.0%	
Inventory	150,000	120,000	15.0%	12.0%	
Prepaid expenses	50,000	40,000	5.0%	4.0%	
Other current assets	100,000	80,000	10.0%	8.0%	
Non-current Assets					
Property, plant, and equipment	500,000	450,000	50.0%	45.0%	
Intangible assets	100,000	120,000	10.0%	12.0%	
Other non-current assets	50,000	40,000	5.0%	4.0%	
Total Assets	1,000,000	940,000	100.0%	100.0%	
Liabilities and Equity					
Current Liabilities					
Accounts payable	100,000	120,000	10.0%	12.0%	
Short-term debt	50,000	40,000	5.0%	4.0%	
Other current liabilities	50,000	40,000	5.0%	4.0%	
Non-current Liabilities					
Long-term debt	400,000	350,000	40.0%	35.0%	
Other non-current liabilities	50,000	40,000	5.0%	4.0%	
Equity					
Common stock	100,000	100,000	10.0%	10.0%	
Retained earnings	350,000	330,000	35.0%	33.0%	
Total Equity	450,000	430,000	45.0%	43.0%	
Total Liabilities and Equity	1,000,000	940,000	100.0%	100.0%	



muktangan
 learning & growing together

Strategic Funding Partners



Outreach Partners



Registered Office: Muktangan Education Trust, 1-17/12, Peregian Condominium, 8-8, Mangrove, Murnah +12
 Muktangan Education Forum: Sigma Laboratories Pte Ltd, 40, Rafi Ahmed Gopal Road, Ascot Nagar, Nadaga-Di

contact@muktanganedu.org 