



muktangan
learning & growing together

ANNUAL REPORT

2024

2025

Charting New Pathways

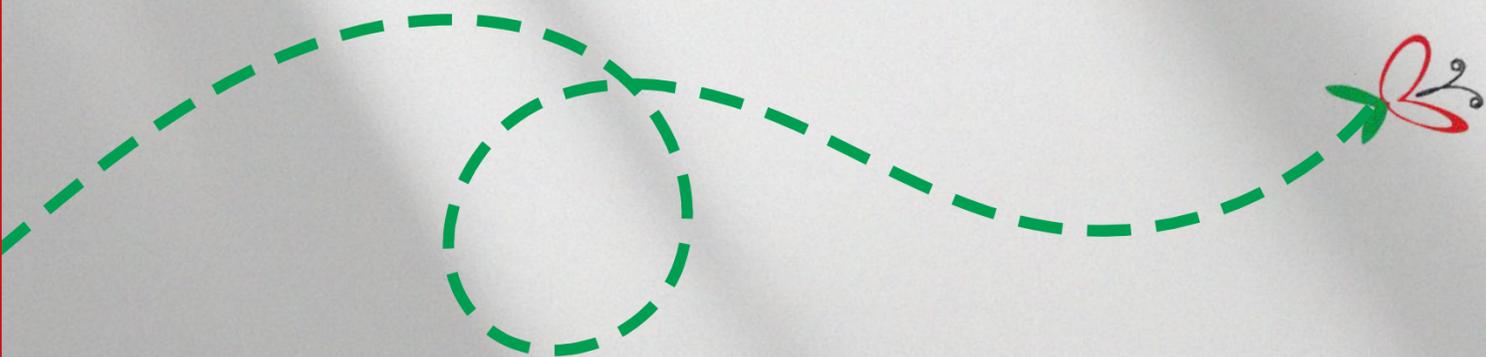


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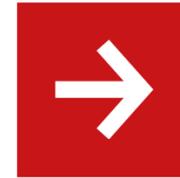
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Overview



Our Story

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

Over 22 years, we've developed a Hub-and-Spoke model- a central Teacher Education Centre (Hub) supporting 7 English-medium municipal schools (Spokes), providing free, high-quality, inclusive education. We partner with UNICEF, BMC, the Maharashtra State Government and NGOs to adapt and scale our model.

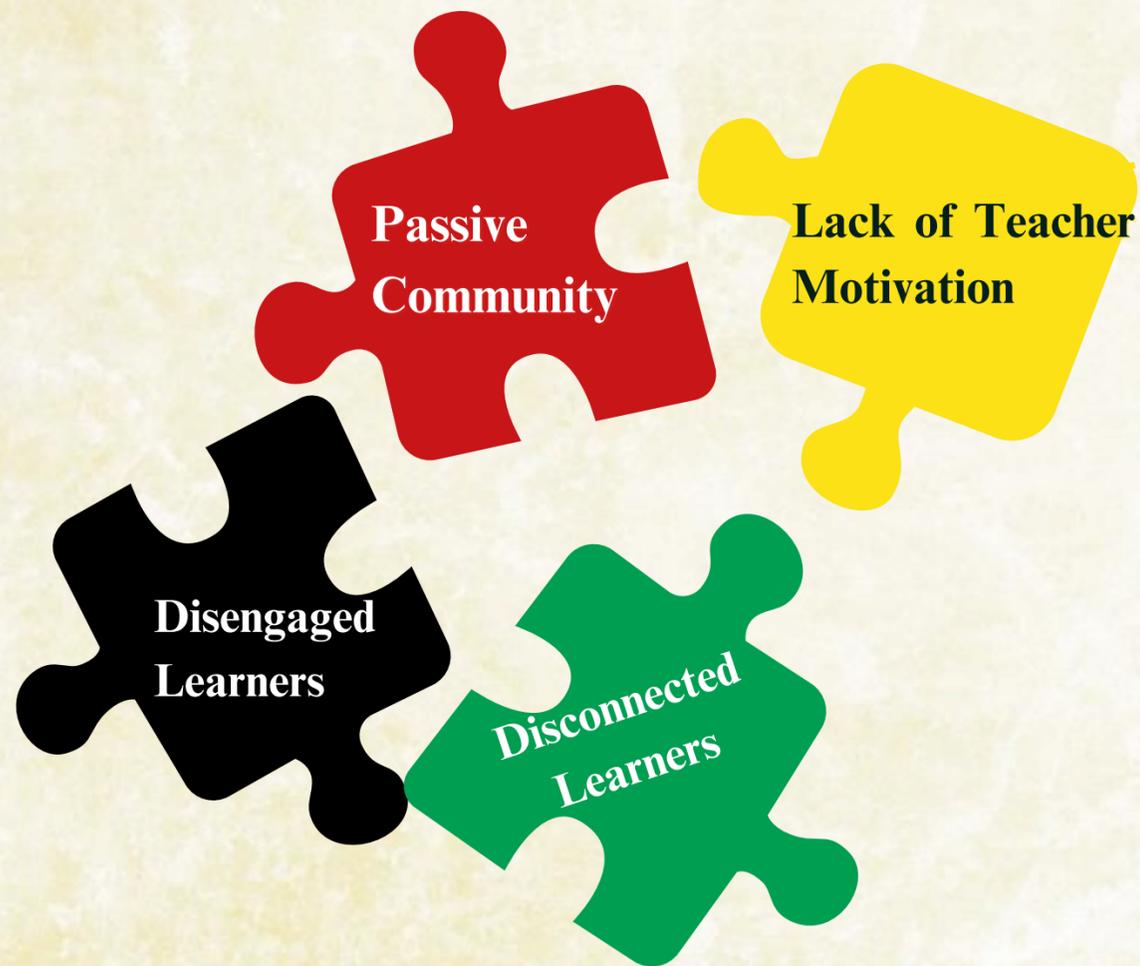
Our work is recognized by leading academic institutions, including TISS, University of Pennsylvania, Oxford, Cambridge and Bath Spa, reflecting our strong educational impact.





Why We Do What We Do

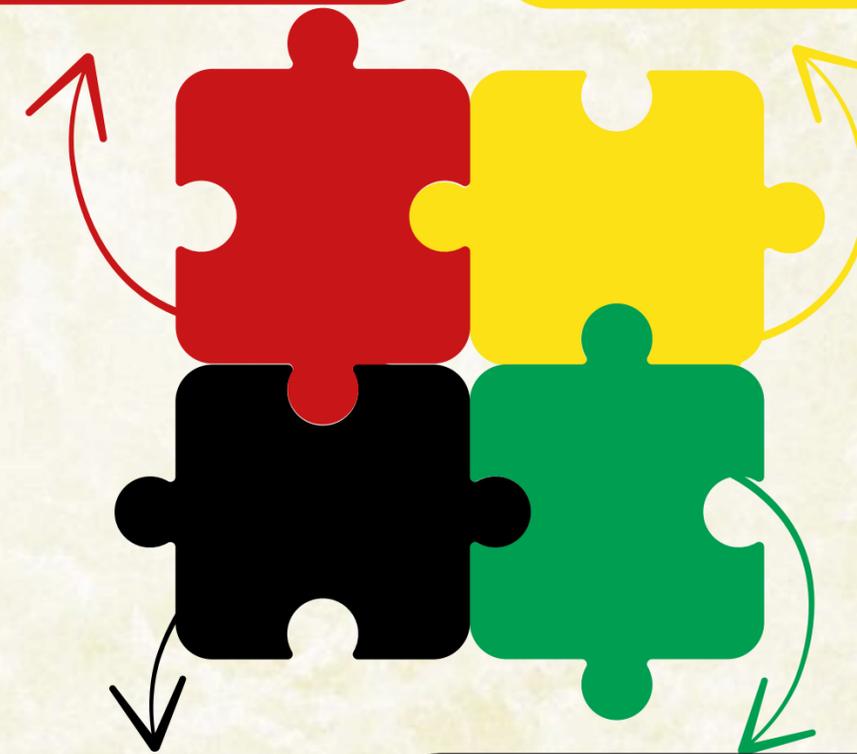
India's mainstream education system is facing deep-rooted challenges:



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.

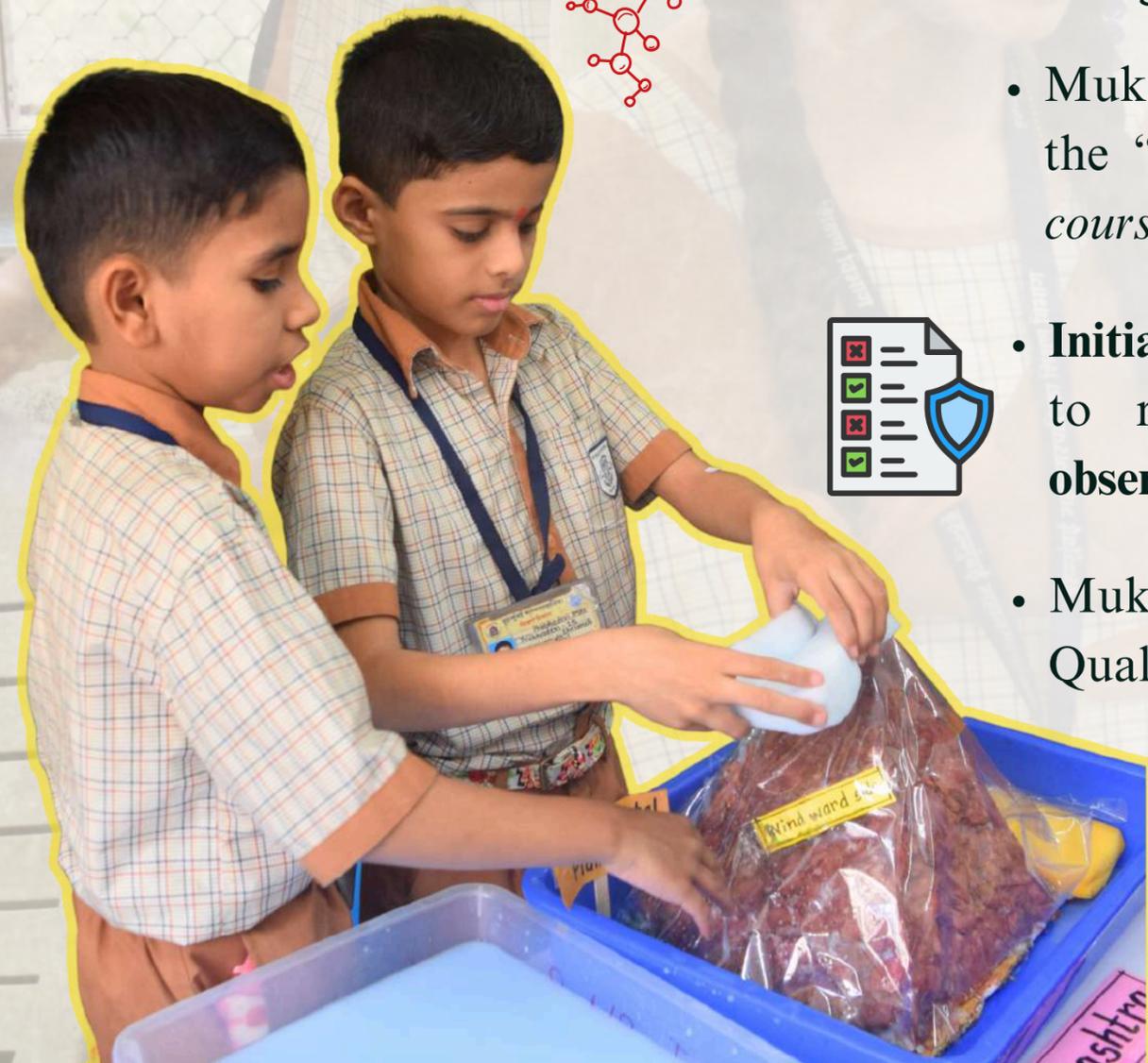
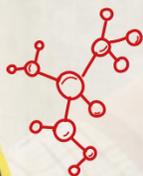


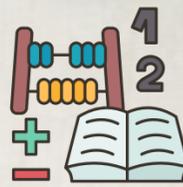
Communities should **own and participate in the education process**, ensuring local relevance, sustainability, and accountability.

Learning should be purposeful, developing not only academic skills but also values, life skills, and social-emotional understanding.



2024-25 Wins



- Muktangan was appointed by the BMC to design **FLN assessment framework**. 4 FLN orientations were conducted by a team of over 35 Muktangan FLN experts across **12 URC locations** in Mumbai, engaging more than **2,500 BMC teachers** to prepare their Grade 2 students for FLN.
- Designed **FLN labs** that will be set up in 100% BMC schools. 
- Muktangan ECE faculty represented at **MSCERT Balshikshan department** for making of the “*Maitri Bal Manashi, Anandi Balshikshan, Jadui Pitara* and the *6-month certificate course* documents.
- **Initiated Quality Assurance (QA) meetings**, bringing faculty and subject experts together to refine teaching methodologies. Department leaders conducted **48 classroom observations** to ensure continuous improvement in the school’s learning environment.
- Muktangan was **invited at the NITI Aayog State Workshop series-** National Workshop on Quality Education and Teacher Education.
- Launched the first in-person **Muktangan Education Dialogues**, engaging educators, policymakers, researchers, and community leaders in discussions on equity, inclusion, and innovative pedagogy.



Education Dialogues



Message from the CEO

Dear friends, supporters, and partners,

Over the past 20 years, Muktangan has connected teacher education with classroom practice, enabling both children and educators to flourish. This year, our Foundational Literacy and Numeracy Resource Room model, once a 26-school pilot, expanded to over 900 BMC schools — a true example of grassroots innovation shaping systems.

We also advanced:

- Mentoring over 500 Anganwadi workers in Nanded;
- Revitalising all 10 schools of the Dehu Road Cantonment Board;
- Partnering with the BMC 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 Social and Emotional Learning (SEL) department, we have prioritised teacher wellbeing — knowing that emotionally healthy educators nurture confident and resilient children.

Interdisciplinary learning also thrived: students explored fish biodiversity in marine habitats through science and holistic education, deepening their sense of sustainability and interconnectedness. Our advocacy through the Muktangan Webinar Series and the Mumbai Education Dialogue further brought together practitioners, researchers, and policymakers to reimagine education collectively.



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

Our schools celebrated of 100% SSC Board results, while our student violinists 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 etc 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 institutions, 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 Muktangan from April 2025. I carry forward the inspiring leadership of our former Co-CEOs, Mr. Keshav Satose and Ms. Dymphna Dias, and remain anchored in the founding vision of Ms. Elizabeth and Mr. Sunil Mehta, whose belief in a community-led model of inclusive education continues to guide us.

Muktangan 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 learns with joy and dignity.

Warm regards,
Mayur Khaire
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 learnt in their everyday life, it becomes more meaningful and enjoyable. Classrooms must be spaces where children's creativity and curiosity flourish rather than stifled. A holistic education curriculum empowers learners to hone their creative expression and instills a sense of freedom in young minds to see the world as one full of possibilities.



Holistic education in Mukangan 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 melodious tunes, each child learns to collaborate and channel their energy positively and creatively.

Because at Mukangan, expression is celebrated.



Holistic Highlights & Achievements

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



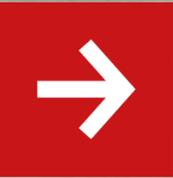
Students performing alongside Japanese violinist Mika Nishimura

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



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





Community Outreach through Music:

Talented students from Muktangan-run BMC schools brought joy to the residents of Parsee General Hospital's Home for the Aged with a heartfelt violin performance.



Violin performance at Parsee General Hospital's Home for the Aged

Special Performance at ISPL Event:

Our young violinists showcased their talent at an Indian Street Premier League (#ISPL) event and had the honour of meeting Bharat Ratna awardee Shri Sachin Tendulkar, whose presence left a lasting impact on the children.



Performance at ISPL event

Outstanding Results in State Drawing Grade Exam 2024

All 153 students (Grades 6–9) achieved a 100% pass rate in the Elementary and Intermediate exams, with 14 earning Grade A; Art Teacher Ms. Sakshi Bhilare also secured 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.



Parth Manoj Mishra

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



Naman Sanjay Jadhav

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



Githika Mahendar Boddu

Secured 3rd Place in Taekwondo at the District Level.



Sarthak Dattatray Patil

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. STEM builds a culture of innovation, curiosity, and exploration, making abstract subjects like Math and Science relatable. By creating engaging environments that spark the desire to ‘know more,’ our STEM initiatives empower children 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, BMC, and STEM Learning, securing 1st prize among 5 schools for their outstanding project presentations.





Highlights

At Muktangan, the Science and Holistic Education departments collaborated to create an engaging, interdisciplinary learning experience on biodiversity. By integrating scientific inquiry with creative expression—through painting, drama, zentangle art, and discussions—students explored species diversity, climate change, and marine ecosystems, making complex concepts like biomagnification both accessible and impactful.



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



Our Kite Neighbours: Students of Grades 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 Karishma Gurudas Naik adding valuable real-world insights.





Guest Lectures, Symposia, and Workshops: Between 28th October and 8th November 2024, Professional Development sessions featured talks on space, symmetry in life, AI in education, fruit flies as disease models, and cell visualization. The Physics Symposium (4th–5th April 2025) explored microbial motility, cosmic evolution, marine life, and classical physics, with Chief Guest Arav Bhaskaran Jayaprasad. On 29th–30th May, the Royal Society of Chemistry led a Science Pedagogy Workshop.



Science Club: Selected Grade 7 students at Elphinstone School engaged in hands-on experiments ranging from cognitive bias studies and statistical analyses to fruit fly research, bird flight investigations, and predictive modeling. The activities nurtured curiosity, observation, analytical thinking, and real-world connections to science.





Departmental Visits and Trips: The Science Department explored the science of filmmaking at the National Museum of Indian Cinema. Earlier that month, Grades 3–4 teachers attended interactive sessions at Nehru Centre, while Grades 5–6 teachers studied plant life at Pramod Mahajan Garden. On 18th December 2024, Grade 9 students visited IIT Bombay’s TechFest, experiencing innovations in robotics, AI, space technology, and biomedical engineering.

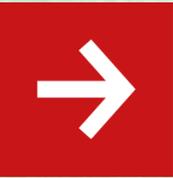


Competitions and Projects: In the Dr. Homi Bhabha Balvaidnyanik Competition, nine students cleared the first round, with Jinal H. Sumesara advancing to the experimental stage. At Lovegrove School, Grade 7 students participated in the City as Lab project, researching dengue surveys, displacement stress, water quality, and BMI—two projects received special commendation.



Inter-departmental Lectures: The Science Department collaborated with the Pre-Service Department to conduct Health Sessions for trainees, offered neuroscience of learning sessions, and brainstormed integrated lesson plans with the Mathematics Department.





Socioemotional Learning From Awareness to Action: *Mental Wellness in Schools*

At Muktangan, founded by Ms. Elizabeth Mehta, 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 fun**’, we see teachers as facilitators who help children co-create knowledge, fostering curiosity, engagement, and holistic well-being.



Selected teachers underwent rigorous training designed by psychologists and enriched with *Ummeed Child Development Centre’s Community Mental Health Program*. The modules covered socio-emotional learning (CASEL model), counselling skills, psycho-social child development theories, mindfulness practices, and personal safety education.



To address the growing need for mental health support in schools, we launched the **School Mental Wellness Course 2025**, a three-month program training selected teachers as School Mental Wellness Teachers (SMWTs). Through a rigorous selection process, seven teachers were chosen for their empathy, active listening, compassion, and communication skills, ensuring accessible mental health resources for our students.

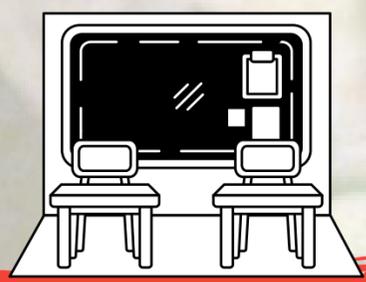


→ IMPACT



STUDENTS

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



CLASSROOMS

- Transformed into safe, respectful & empathetic spaces.
- Students listen actively & value diverse perspectives.

Case stories highlight children overcoming deep emotional challenges, teachers innovating new SEL practices, and once chaotic classrooms evolving into communities of mutual respect.

- Become confident Mental Wellness Facilitators.
- Share learning through professional development.



TEACHERS





IMPACT STORY

Socioemotional Learning- An Ongoing Journey

At NM Joshi Marg School, a dedicated School Mental Wellness (SMW) teacher transformed Grade 8 students' emotional wellbeing 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 distress and helplessness, 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 referred a friend for support. This case shows the impact of SMW teachers in fostering safe spaces, emotional growth, and openness around mental health.





Strengthening Classrooms through Inclusion

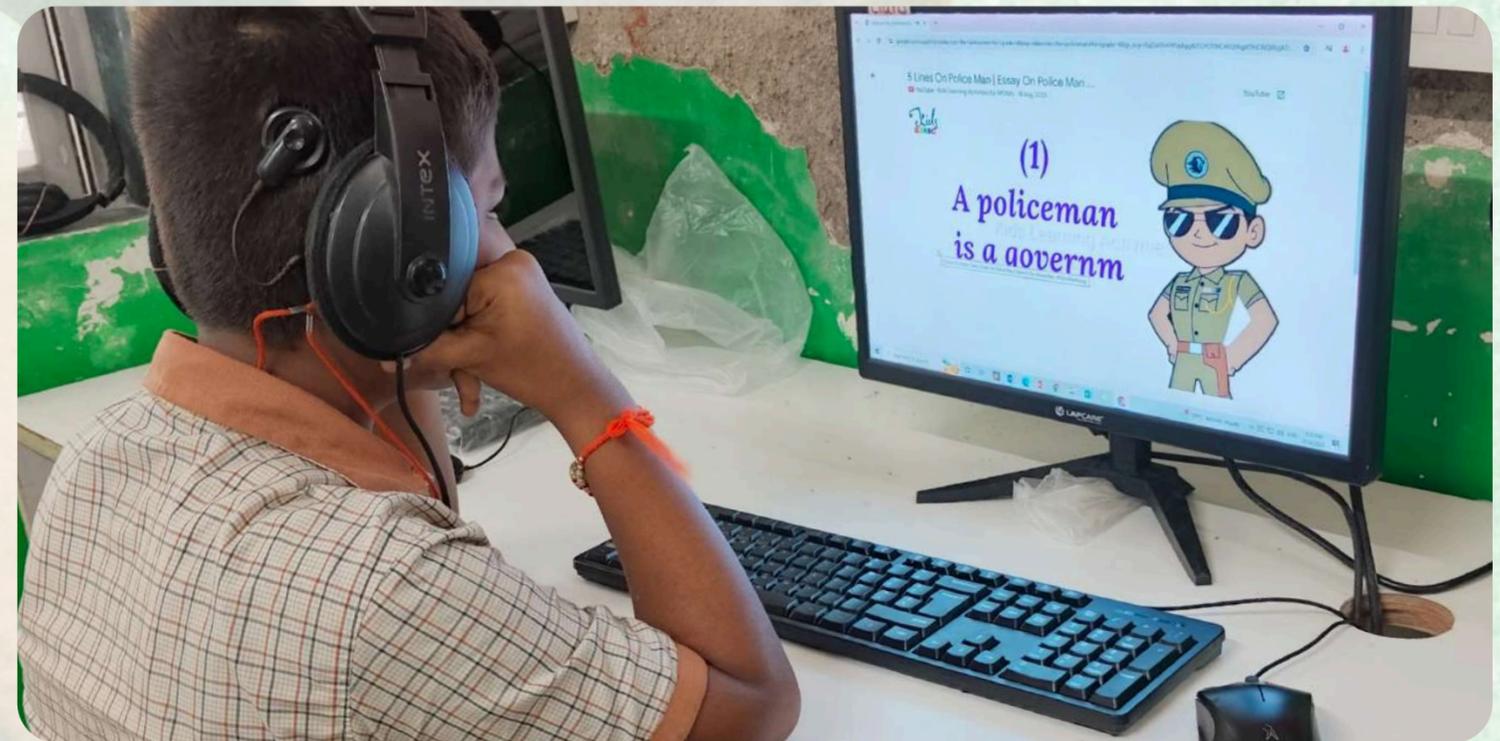
ISL Training: Teachers undertook Indian Sign Language training to enhance accessibility for children with hearing difficulties.

Awareness Session: The Inclusion Department trained 40 teachers at Dehuroad Cantonment Board schools on learner diversity and inclusive strategies.



→ Strengthening Classrooms through Inclusion

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



Classroom Supports: Teachers introduced visual schedules for autistic learners, conducted behavior intervention sessions, 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 tap into their creativity and imagination.

Highlights



Our Mohalla Library initiative, launched on Vachan Prerana Divas 2021, successfully completed three years. With the support of our dedicated team and parent volunteers, the program has reached over **2,500 community readers** across all age groups and has been instrumental in offering exposure to types of books,





Highlights

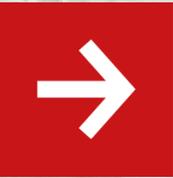
Library Café: Students from Grades 1–8 explored a creative book menu and enjoyed cozy reading sessions, making books more engaging and accessible.

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



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





Celebrating Academic Success

277 Muktangan students appeared for the Maharashtra State Board Secondary School Certificate (SSC) examinations this year out of which 30 children have special needs.



Top Scorers Across Our Schools ★



94.40%

Ketaki Gaonkar



93.00%

Uday Silagani



92.40%

Sharvari Dalvi



91.80%

Arhan Shaikh



91.40%

Arya Jathar



100%

School pass percentage



241

Children secured first class and above across our schools



67.91%

average percentage scored by children with special needs



76.20 %

Highest scorer among children with special needs



SSC- Impact Story



Ketaki V. Gaonkar

“The environment at Muktangan made me feel heard and supported and that’s what gave me the strength to keep going.”



Prathmesh Nayakwadi

I’ve grown stronger in areas I once struggled with. My school helped me understand myself better, and with my teachers’ motivation and guidance, I was able to aim higher and achieve more.



Sharvari Tukaram Dalvi

“My parents also feel happy seeing the confidence in me today. From being a shy, nervous girl to now entering a new phase of life, I have indeed grown a lot.”



SUCCESS STORY

Aaliya Altaf Shaik

“My teachers played a major role too, they conducted extra classes, explained tough concepts, and always believed in me.”





Teach. Inspire. Lead

At Muktangan, 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, mentor, and co-learner. This fosters an environment of mutual respect, partnership, and emotional safety. This year, we have deepened our focus towards teacher empowerment, emotional wellbeing, and their ongoing professional development - laying the foundation for a cadre of mindful, adaptive, and empathetic 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 Muktangan faculty 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 processes.

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-organized displays aligned with children's learning needs.



Focus Areas

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

QA Processes

- Observation
- Teacher Discussion
- Training
- Improved Practice

Average Participants in Review Meetings

20

Parameters

7

Total QA Meetings

19

Total Classroom Observations

48



Highlights

The 'Balak Palak Mela' engaged 160+ preschoolers and families in play-based, experiential learning through interactive stalls on language, math, art, music, dance, and the senses. Organized in just two weeks by pre-service trainees, it showcased Mukhtangan's joyful, child-centered philosophy and the creativity of future teachers.



In April, the **Teacher Certification Ceremony** celebrated 37 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 Mukhtangan's vision of nurturing future changemakers.



Teacher Trainee- Impact Story

In Mukhtangan'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 two-year program, completed her HSC- 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, overcame discomfort with technology, and strengthened her English through children's books and storytelling.

Despite challenges during her HSC exams, Vidya persevered with mentor 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 once did. From parent to teacher, Vidya now supports her family, connects deeply with children and parents, and inspires others with her story.

“Jo badlaav aaya hai, woh bahut bada hai,” she says proudly. Her journey- from hesitating to speak English to leading classrooms- shows how education rewrites futures. 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 Mukt-Minds sessions, students built essential skills in self-introduction, career awareness, and navigating higher studies. College visits and exposure trips gave learners a first-hand view of future possibilities.

Access to Opportunities

Scholarships played a transformative role-13 students supported by the Muktangan Bunge fund, 7 by the Ishwar Chandra Vidyasagar Fund, and 6 girls through the Udayan Shalini Fellowship. Alumni also gained access to prestigious opportunities like UWC, Adira ISL, and the Community College Initiative.

Learning from Alumni Journeys

The World of Exposure series brought alumni voices into classrooms, showcasing careers in medicine, hospitality, CA, STEM, media, and defence. Muktangan Career Day featured inspiring speakers, helping students imagine new-age professions.





Learning Today | Leading Tomorrow

Building Skills & Creativity

Alumni-led workshops in art, dance, painting, yoga, and choir nurtured creativity and well-being. Participation in the Oxford Climate Change Project enabled learners to engage in global conversations on food security and biodiversity.



Pathways into Work & Leadership

Alumni continued to excel in higher education and employment. Govind Sonkar was recruited by Teach For India, while others gained valuable experience in social outreach projects. Somaiya University also recognized our HSC toppers for academic excellence.

Together, these milestones showcase how Muktangian is charting new pathways and educating for what's next- empowering students and alumni to embrace opportunities with confidence, creativity, and purpose.



Celebrating Alumni Connections

Mukt-Milanam reunited 150 alumni from recent batches, reinforcing a strong sense of belonging. Alumni also engaged in platforms like IIMUN'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 Muktangan Education Forum (MEF) to foster dialogue, reflection, and advocacy in education. MEF shares learnings and best practices with educators, policymakers, and society, amplifying grassroots voices and driving systemic change. With our schools as centres of excellence 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), Shri Rajesh Kankal, Muktangan is implementing the Nipun Bharat Mission across 26 schools in four Mumbai wards (G/South, G/North, F/South, F/North).

Muktangan aspires to build a strong literacy and numeracy foundation in children from select BMC schools aged 4 to 9, using proven Muktangan 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 Muktangan-trained teachers, the initiative is making a significant impact on students' **Foundational Literacy and Numeracy (FLN)** skills.



BMC - Muktangan NIPUN Bharat Project



In its 3rd year, the model created a three-tiered impact:

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

School level – Set up 18 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

Muktangan, appointed by the BMC to design the FLN assessment framework, piloted it with **50,000+** Grade 2 students (Jan–Apr 2025). To support readiness, **35+ FLN experts** conducted **4 orientations** across **12 URCs**, engaging **2,500+** BMC teachers.

6,200+
Children

from Jr.KG to Grade 3 benefitted through Muktangan FLN sessions each day

4500+
Parents

impacted through Muktangan engaging parent-teacher meetings for FLN

190

Active-constructive FLN Sessions
on literacy, numeracy and SEL conducted in each of the 26 schools

12,400+
Muktangan FLN DIY Booklets

on literacy and numeracy distributed to each student from Grades 1 to 3

275

FLN Resource Rooms
designed and set up by Muktangan in the 938 BMC schools for FLN enrichment

Activities:

- In the academic year 2024-25, students who began the FLN journey with us reached Grade 3
- To measure the desired outcome of this mission, we had appointed a third party assessor in 2023-24, who submitted the impact report for Sr.KG and Std 1 students and also conducted Baseline and Endline assessments of std 2 and std 3 students to study grade level NIPUN target achievements
- A total of 26 baseline report cards for Standards 1, 2, and 3 were prepared based on Muktangan’s internal evaluation and was shared with the BMC headmasters for their respective schools
- Conducted an internal evaluation of Grade 3 students to identify the weak students for whom reading challenges were organized to improve their literacy skills



Field Team:

- Dedicated Muktangan field team of 28 Muktangan FLN educators
- 1 Muktangan outreach faculty strategizing and coordinating and overseeing the project
- 8 Muktangan department subject-experts to design the FLN curriculum
- 1 Muktangan M&E expert for conducting internal evaluations



Anganwadi Transformation Project in Nanded

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

Key Objectives:

- To establish **25 Model Anganwadi Centers** in collaboration with ICDS and Primary Education Department.
- Build the capacity of **530 Anganwadi workers** in early childhood education.
- Provide activity **handbooks** and affordable **toolkits** for continued learning.



Field Team: Dedicated Muktangan field team of **2 Project Coordinators** and **4 Project Associates** in Naigaon and Khandar block. They effectively conducted trainings, monitored progress, and provided on-ground support to **ensure consistent implementation of ECD practices**. Their ongoing mentorship and guidance have been instrumental in bringing about transformation of anganwadis by the CDPOs, supervisors and sevikas.





Impact | Anganwadi Transformation Project

15,569+
Children

benefitted from improved classroom practices and engaging child-friendly activities

530

Anganwadis

impacted by Mukhtangan's ECE processes

530

Sevikas

equipped with knowledge and skills of ECE processes

100%

Muktangan Toolkits Given

Greet & Meet, Show & Tell, Outdoor Play, Concept Circle-Numeracy toolkits used for interactive learning.

Community

Higher participation in parents meetings and awareness of ECE practices

Government

Greater involvement of ZP and ICDS officials in bringing about transformation

- We witnessed a noticeable improvement in children's enrollments and consistent attendance across Anganwadis.
- Ongoing research study initiated titled *"Judging the Efficacy of Mukhtangan Pre-School Toolkits in Nanded District"*, for evaluating the effectiveness of Mukhtangan toolkits.



Capacity Building of Community Fellows with *Sankalp Ek Prayas*

We entered the second year of partnership with Sankalp Ek Prayas to strengthen **25 Sankalp SEEKH 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 literacy development.

Key Focus Areas

- English and Math pedagogy (Grades 1–5)
- Socio-emotional development (CASEL framework, Quality Circle Time)
- Leadership skill-building for fellows
- Inclusive education awareness
- Library integration for literacy enhancement
- Holistic education (Art, Music, Physical Education)

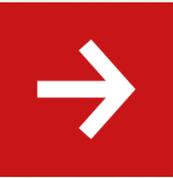


Field Team

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

Key Activities:

- Online and offline capacity-building workshops in all focus areas
- On-ground mentoring visits by Muktangan library and holistic teams
- Fellows' exposure visit to Muktangan schools and forum in Mumbai
- Assignment-based learning and cascading workshops to community teachers
- Continuous monitoring through pre/post assessments and ongoing feedback



Impact | Sankalp Ek Prayas

100%
Mastery

in core concepts of Mathematics and English

60-90%
Progress

in implementing Art, Music & PE curriculum

90%
Attendance

average of fellows in Mukhtangan workshops

+54%
Students

access books in reading corners setup by the fellows in all classrooms due to Mukhtangan library training

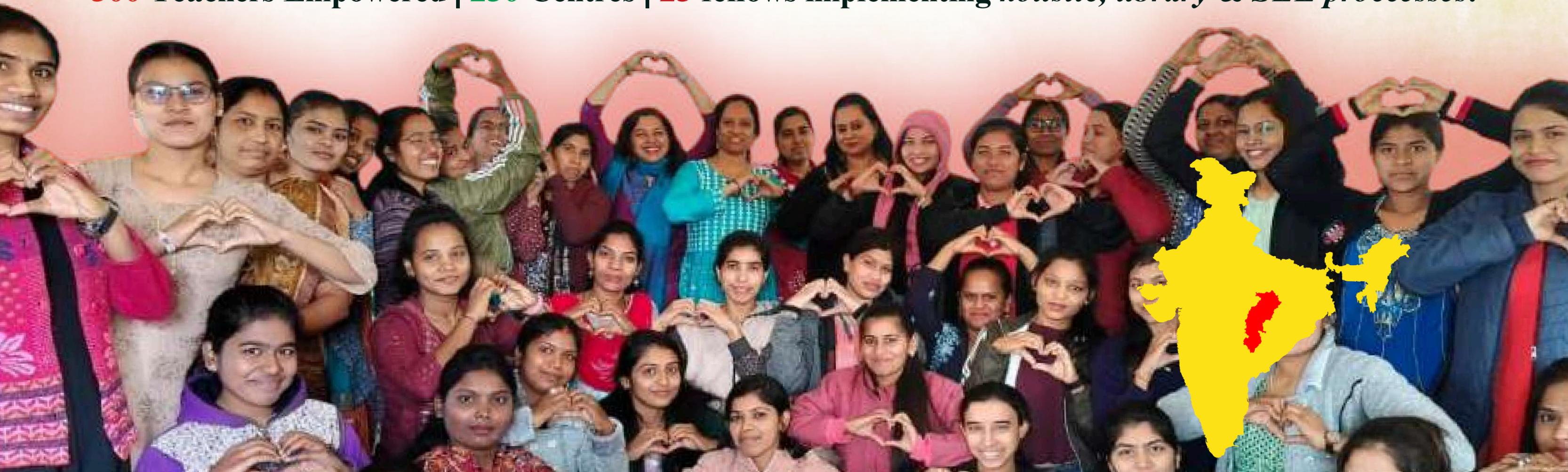
18000+
Students

benefitted from Mukhtangan active-constructive pedagogy sessions

60-68%

growth in understanding & applying Mukhtangan SEL competencies

500 Teachers Empowered | **250** Centres | **25** fellows implementing *holistic, library & SEL processes.*





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

The DBM–Muktangan 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.

Key Modules Covered

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



Impact

44
trainees

enrolled across 2 batches

30+
placements

in preschools, BMC schools & learning centers

32
graduates

certified as preschool educator

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 Muktangan Education Trust aimed at enhancing the English language skills of Vidyavan teachers. 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 (describing objects, Wh-questions)
- Sentence building activities

Reading Skills

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

Classroom Environment

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

Sessions Conducted



Impact

| | | |
|--|--|--|
| <p>+19% Avg. score <i>increased from Baseline (47%) to 66% by endline.</i></p> | <p>Listening and Speaking <i>strongest growth</i></p> | <p>Workshops and Online Sessions <i>boosted confidence & teaching effectiveness</i></p> |
|--|--|--|





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 20 organisations**, with an indirect impact on hundreds of students through improved teaching quality and school-family collaboration.

Modules 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 clear gains in active constructivism

82%
teachers

better at handling disengaged students

53%
participants

became confident in supporting diverse learning levels

8% → 83%
teachers

became aware of feedback mechanism to engage students

0% → 90%
clarity

Formative vs. summative assessments

89%
teachers

will apply the new student engagement strategies



Muktangan ECD Teachers Training Program for YMCA Bombay Outreach

Modules Covered

- Parent Engagement
- EVS Concept Circle
- Role of Madatnis in fostering children’s well-being
- Revision of Daily Routine
- Physical and Mental Well-being

Objective

The program aimed to share Muktangan’s evidence-based ECCE processes 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 corners

80–90%
teachers

better access to teaching resources

Impact



Learnings

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

Muktangan 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 50+ 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 educators with pedagogical skills, active-constructivist methods, and subject-specific expertise.
- Promoting meaningful engagement with families to support learning at home and strengthen school-community links.
- Muktangan programme coordinator in Dehuroad conducted 310 field visits to ensure implementation of Muktangan processes





Dehuroad Cantonment Board Schools' Transformation Project

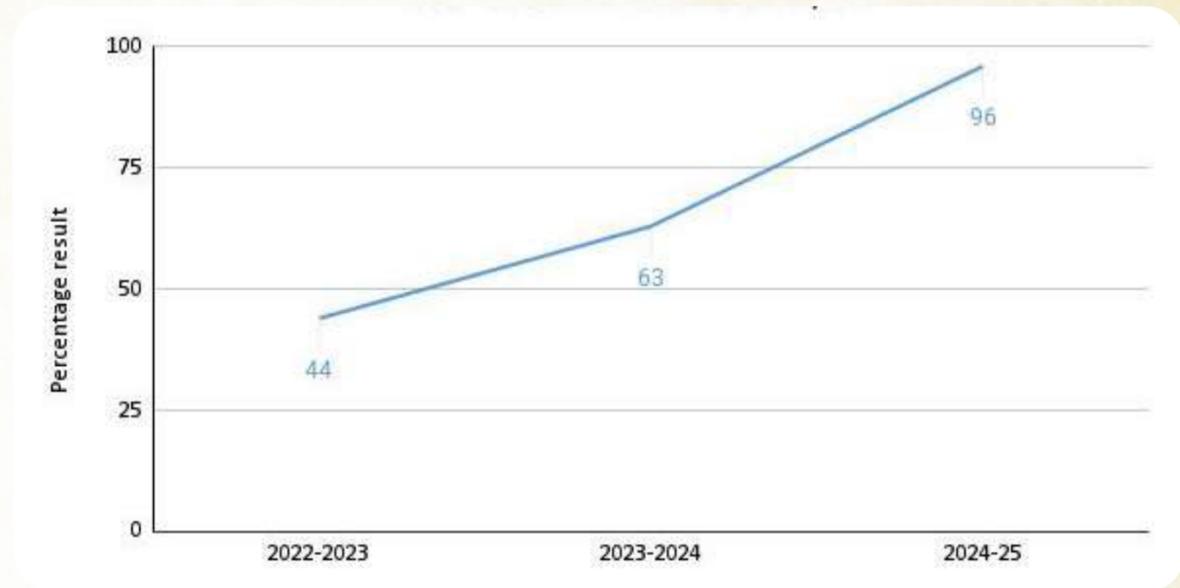
Impact



Major Milestone

- Preschool transformation over the past 1.5 years following Muktangan training.
- Classrooms feature 7 learning corners- Math, Reading & Writing, Art, Science, Peace, Music, Story.
- Corners foster holistic development- motor, intellectual, physical, and socio-emotional growth.
- Parent 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 preschool learning.

Improvement in SSC Results



from unstructured academic planning to structured classroom practices.

to readiness for implementation of workshops and assessments.

| | | | | |
|---|---|--|--|---|
| <p>+15% student enrolments <i>in Dehuroad schools compared to previous years</i></p> | <p>83.67% teachers <i>using active constructive pedagogy</i></p> | <p>100% transformation <i>in Dehuroad preschools was seen</i></p> | <p>39 Muktangan Workshops <i>conducted for preschool to Grade 8 teachers with 100% attendance</i></p> | <p>379 Curriculum Design Meetings <i>for Grade 1 to 4 teachers</i></p> |
|---|---|--|--|---|





Pathways in Research and Knowledge Sharing

Impact



Highlights

- We launched our first in-person Mumbai Education dialogue on the theme- **“Reimagining 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 Peepul, Vidhya Vidhai, Shishyaa 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



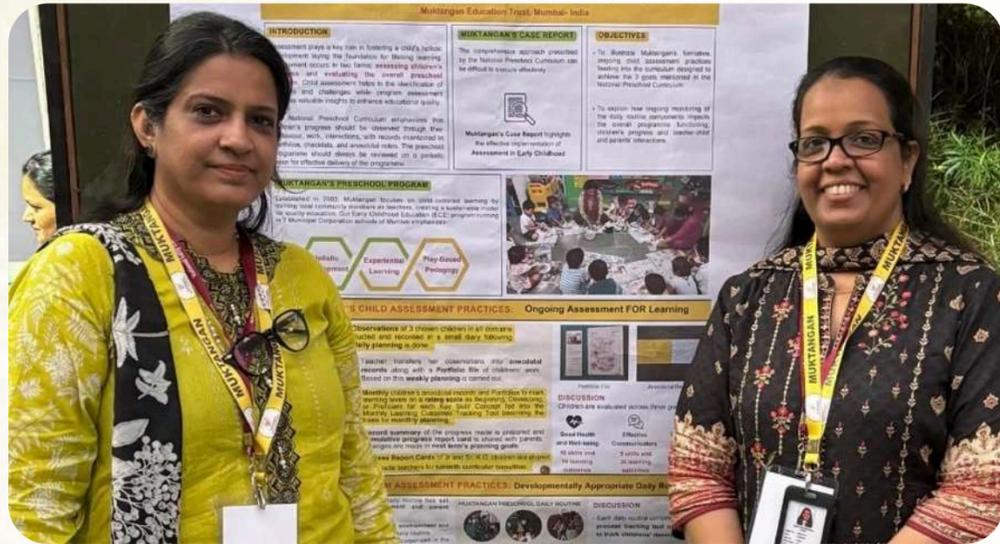
160+
participants

90+
organizations



Pathways in Research and Knowledge Sharing

Highlights



- We partnered with IJNGP for the **2025 Research Paper Conference** in Mumbai, 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 Conference in Jaipur on November 8–9, 2024, themed **‘Policy to Practice: Navigating the Foundational Stage.’** The focus was bridging gaps between early childhood policies and implementation.

Muktangan presented two papers



- **Early Childhood Assessment Practices in Muktangan Preschools-** by Ms. Jumana Rampurawala and Ms. Zainab Bhinderwala, showcasing formative child assessments and programme monitoring aligned with National Preschool Curriculum goals.
- **Mapping Socio-emotional Learning Practices in Preschool Classrooms-** by Ms. Kreena Savla and Ms. Anushri Soni, assessing teachers’ SEL awareness, practices, and perceived benefits for children’s well-being.



Highlights

- **National Workshop on Quality Education:** Mayur Khaire, CEO Muktangan, emphasized the need for more instructional time and autonomy for teachers to effectively deliver NEP 2020’s holistic curriculum.
- **National Workshop on Teacher Education:** Vinita Sanghi, Leader of Inservice Teacher Education, highlighted the importance of continuous teacher capacity building and handholding.
- **International Conference on Narrative Practices (Jan 16–19):** SEL Leader Kiran Angane shared perspectives on using narrative practices to support mental health and community well-being.



- **Visit by U.S. Consul General Mike Hankey and Brenda Soya** visited our school, offering students insights into India–U.S. relations. Interns Sam Hankey and Kaliel Soya 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.

Highlights

- **Lokmat** featured our early childhood education initiative in Nanded district, reaching over **500 Anganwadis** and thousands of young learners with a focus on capacity building and community engagement.

- Sterlite EdIndia Foundation featured Muktangan as a success story in its blog **‘Child-Centric Education: The Need of the Time’**, highlighting our personalized and inclusive teaching approach. [🔗](#)

लोकमत

नांदेड जिल्ह्यात मुक्तांगण संस्थेचा अभिनव उपक्रम

शिकवा आणि प्रगती करा; ५०० अंगणवाडी अन् २५ शाळांचा होणार कायापात

लोकमत न्यूज नेटवर्क शिकवा आणि प्रगती करा, गाइनला धरून मुंबई येथील ही संस्था नांदेड जिल्ह्यात ५०० अंगणवाडी आणि शाळांचा कायापालट करणार आहे. विद्यार्थी संख्या वाढवून शिक्षणाची गोडी निर्माण करणार आहे. विशेष मोहीम राबविली आहे.

२ व नायगाव तालुक्यात ८०० विद्यार्थी संख्या आहे. मात्र, ते तालुक्यांतील ५३० अंगणवाडीतून अडीच हजार शिक्षण घेत आहेत. विद्यार्थ्यांचे प्रमाण वाढविण्यासाठी जाणार आहे.



काय आहे मुक्तांगण?

मुक्तांगण एज्युकेशन ट्रस्ट ही एनजीओ असून शिक्षण क्षेत्रातील आर्थिकदृष्ट्या दुर्बल घटकांसोबत दोन दशकांपासून कार्यरत आहे. मुक्तांगण २५ वर्षांपासून शैक्षणिक क्षेत्रात कार्यरत आहे. मुक्तांगण हे एकाल्मिक शिक्षक आणि शालेय शिक्षणाचे अभिनव हब आणि स्पोकस मॉडेल आहे.

मुंबईत प्रीस्कूल ते १० पर्यंतच्या विद्यार्थ्यांची क्षमता वाढवणाऱ्या ७ इंग्रजी माध्यमाच्या महापालिका शाळा त्यांनी दत्तक घेऊन चालवत आहेत. या शाळांद्वारे, मुक्तांगण दुर्लक्षित समाजातील ३,८०० मुलांना शिक्षण देते.

शिक्षक बनण्यासाठी प्रशिक्षण देण्यात येते. संस्थेच्या आजूरीच उपक्रमांद्वारे सध्या ७५ हजार मुलांपर्यंत आणि ५ हजार शिक्षकांपर्यंत पोहोचण्यात यश आले आहे.

शालेय क

सक्रिय रचनावा देणाऱ्या आणि शैक्षणिक धोरण करणाऱ्या सर्वा दृष्टिकोनांद्वारे ३ शिक्षणाची यात निर्मिती यानिर्मि जाणार आहे.

उपक्रम वु

शहरी आणि ग्रामांगात सहयोग राबवून त्यांना शैक्षणिक तत्त्व अद्यापनशास्त्र संदर्भित करण्यात आले आहे.

Mumbai Main
Page No. 10 Nov 30, 2024
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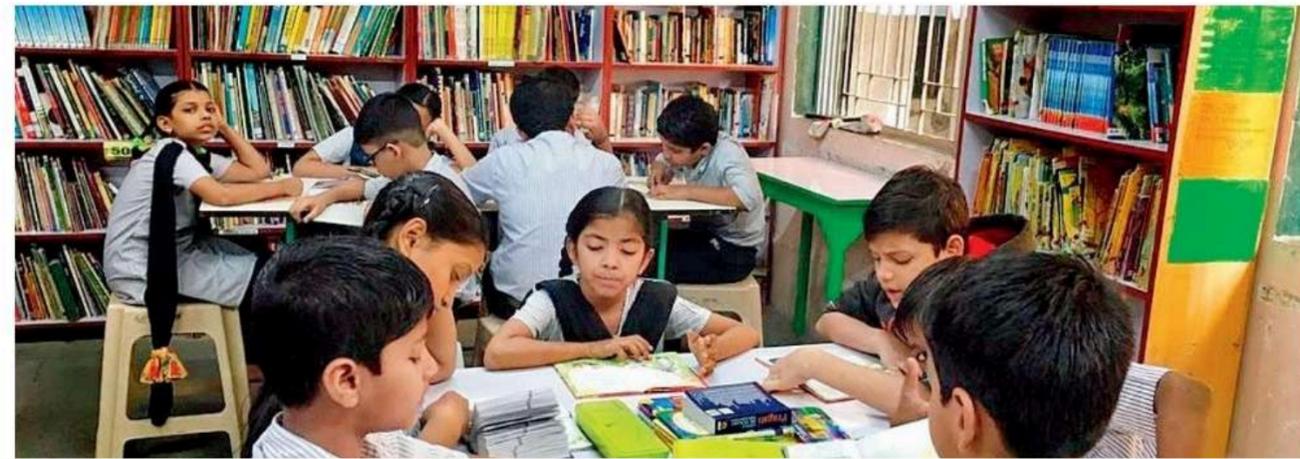


Highlights

Ms. Ira Joshi, faculty at Azim Premji University, penned an article on **Muktangan's early childhood learning model**, appreciating our structured yet flexible classroom processes. [🔗](#)



More power to community reading



Our **Mohalla Library initiative**, which now engages **over 2,500 readers**, was featured in *Mid-Day's Mumbai Diary*. This parent-volunteer-driven model ignites a culture of reading across generations. [🔗](#)

Veteran IPS officer **Mr. Julio Ribeiro** featured Muktangan in *The Tribune*, recognizing our community-integrated education model and innovative grassroots efforts.

Home / Comment / Trysts And Turns Involving The Community In

TRYSTS AND TURNS: Involving the community in education

Muktangan has created a joyful learning environment in educationally underserved communities



JULIO RIBEIRO
Updated At : 07:30 AM Aug 02, 2024 IST





Awards and Honors



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



Social Impact Award by the Rotary Club of Bombay Pier, in recognition of our sustained community impact.



Board of Trustees



Mr. Sunil Mehta
Chairman of ParagonTextile Mills Pvt Ltd.,manufacturers of Elpar fabrics and Chairman &Managing Director of Paragon Property Enterprises Private Limited



Mrs. Elizabeth Mehta
Accomplished educationist with over five decades of experience at all levels of school education including extensive work in rural India. She has worked as Country Director for Education at Aga Khan Foundation.



Mr. Ashok Shah
Mr. Ashok Shah is a professional Chartered Accountant and Senior Partner of N .A. Shah &Associates, a reputed Chartered Accountants’ firm in Mumbai, advising on varied matters including taxation, audits and business restructuring.



Ms. Farida Bhatena
Ms. Farida Bhatena , is Vice-President – Finance and Legal at Paragon Property Enterprises Pvt Ltd and a Director of Paragon Textile Mills Pvt. Ltd. . She also assumes the role of CFO at the Muktangnan Education Trust.



Mr. Vineeth Iyer
Mr. Vineeth Iyer worked in the corporate sector with organizations like Capgemini, Ingersoll Rand,and Exide Technologies India. Vineeth is now an advisor serving several committed non-profits in delivering sustainable change.



Ms. Zarin Virji
Ms. Zarin Virji is accomplished poet, writer, and educationist. She has done M.A. in Creative Writing from the University of Sheffield, U.K. For over three decades she has played the role of a teacher, teacher trainer and head of school. She has been the editor of a newsletter called ‘Classroom’ .



Mr. Sridhar Ramachandran
Mr. Sridhar Ramachandran, a qualified Chartered Accountant, Cost Accountant, CPA, he is a management strategy specialist, a speaker, an author. He is the founder of Dharsha Advisors and advisory board member of at Mentor my Board and Impactree Data Technologies.



Board of Advisors



Ms. Maithili Parekh

Ms. Maithili Parekh, alumnus of Brown University and London School of Economics, has worked on Wall Street in New York, as a commodities trader for Morgan Stanley. Maithili is a founding member of Ashoka University.



Mr. Rajan Mehra

Mr. Rajan Mehra is the Co-founder and Managing Director of Nirvana Venture Advisors and was previously associated as a Venture Partner with Clearstone Venture Advisors before which he also served as country head for Ebay India.



Mr. Keshav Satose

Mr. Satose, fulfilling the role of Director – HR and Administration, is impassioned about organizational systems and institutional operations. With a career spanning over 35 years with the Paragon Group, he serves as the primary liaison with BMC authorities. At Mukhtangan, he oversees HR functions, school administration, and programme logistics.



Mr. Vivek Asrani

Mr. Vivek Asrani, Managing Director of KAYMO Fastener Company, has been a part of the business for 34years! He is a teaching faculty at Moral Re-Armament (MRA) and Initiatives for Change International (IofC).



Ms. Jennifer Thomas

Jennifer is an educator and curriculum specialist, leading Sharon Education Society, mentoring at Bookworm Trust, previously designing curricula at TISS and Mukhtangan, and currently pursuing her PhD at TISS.



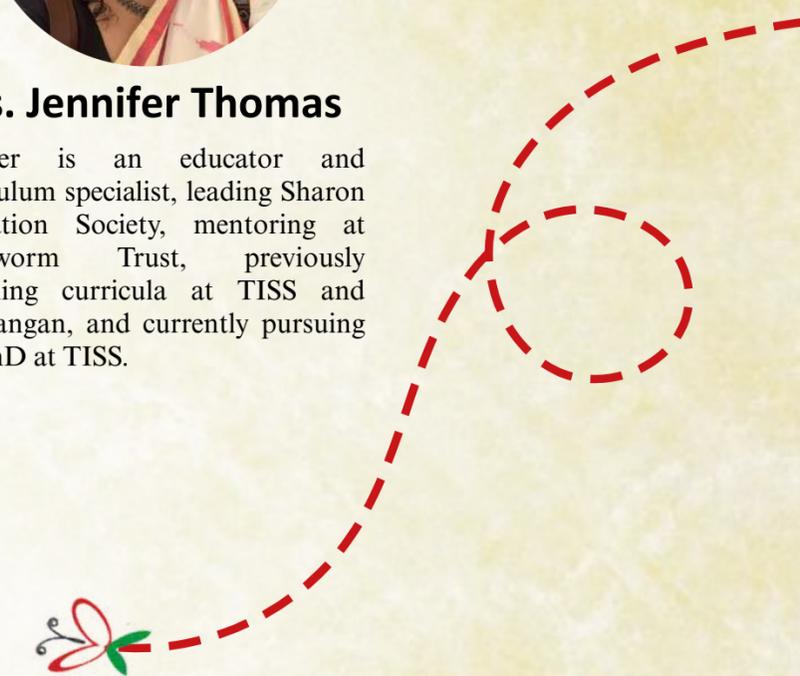
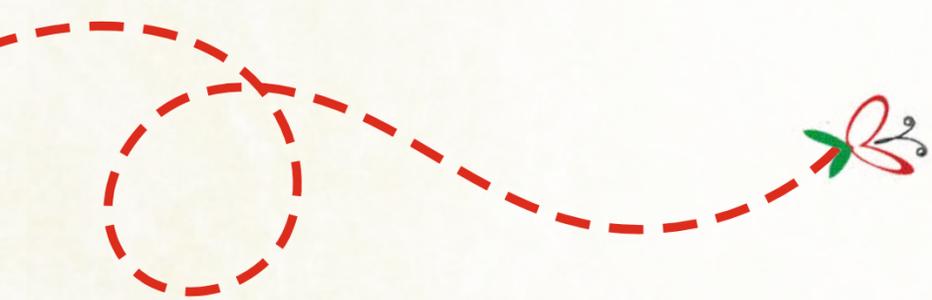
Ms. Dipa Dwarkadas

She is associated with Ashoka University, St. Jude India and passionate supported of various social causes. She is a Chartered Accountant and has worked in finance sector in India and abroad.



Mr. Rajesh Gupta

Mr. Rajesh Narain Gupta is the Managing Partner at SNG& Partners, Advocates & Solicitors, a full-service law firm with its presence in Singapore, Mumbai and Delhi.





Staff Data 2024-25

Employee Salary Strands

| Gross Salary per Month | Male | Female | Total |
|------------------------|------|--------|-------|
| 5000-10000 | 0 | 55 | 55 |
| 10001-25000 | 10 | 301 | 311 |
| 25001-50000 | 8 | 209 | 217 |
| 50001-100000 | 1 | 32 | 33 |
| Greater than 100000 | 1 | 2 | 3 |

- All our Trustees, Advisors and Volunteers give their time pro-bono hence receive no remuneration
- Remuneration of the highest paid staff member- INR 29,40,000 per annum
- Remuneration of the lowest paid staff member- INR 84,000 per annum

Total Staff Breakup

| Particulars | Male | Female | Total |
|--|------|--------|-------|
| Full-time Staff | 20 | 552 | 572 |
| Part-time Staff | 0 | 47 | 47 |
| Consultants | 4 | 2 | 6 |
| Total Number of Staff (Excluding Volunteers) | | | 625 |



Financials

Balance Sheet

| MUKTANGAN EDUCATION TRUST | | | | | |
|--|----------|-----------------------|---------------------|-----------------------|---------------------|
| Balance Sheet As At : 31ST MARCH, 2025 | | | | | |
| | SCHEDULE | As at 31st March 2025 | | As at 31st March 2024 | |
| | | Rupees | Rupees | Rupees | Rupees |
| SOURCE OF FUNDS: | | | | | |
| TRUST FUNDS | A | | 17,10,53,982 | | 17,10,53,982 |
| RESERVES & SURPLUS | B | | 3,81,20,779 | | 3,66,57,757 |
| EARMARKED FUNDS | C | | 6,54,45,895 | | 11,00,06,293 |
| | | | <u>27,46,20,656</u> | | <u>31,77,18,032</u> |
| APPLICATION OF FUNDS: | | | | | |
| FIXED ASSETS | D | | | | |
| GROSS BLOCK | | 4,84,03,159 | | 4,27,41,392 | |
| Less : Depreciation | | <u>2,35,74,041</u> | | <u>2,00,31,449</u> | |
| Net Block | | | 2,48,29,118 | | 2,27,09,943 |
| INVESTMENTS | E | | 23,62,01,039 | | 28,94,43,410 |
| CURRENT ASSETS, LOANS & ADVANCES | F | | | | |
| CURRENT ASSETS | | | | | |
| Cash & Bank Balances | | 1,07,08,597 | | 56,46,537 | |
| | | | <u>1,07,08,597</u> | | <u>56,46,537</u> |
| LOANS & ADVANCES | G | | 54,44,626 | | 42,47,673 |
| | | | 1,61,53,223 | | 98,94,210 |
| LESS: CURRENT LIABILITIES & PROVISIONS | H | | | | |
| Current Liabilities | | 25,62,724 | | 43,29,531 | |
| | | | <u>(25,62,724)</u> | | <u>(43,29,531)</u> |
| Net Current Assets | | | <u>1,35,90,499</u> | | <u>55,64,679</u> |
| | | | <u>27,46,20,656</u> | | <u>31,77,18,032</u> |
| NOTES TO ACCOUNTS: N | | | | | |

FOR M.S. PARIKH & CO.
CHARTERED ACCOUNTANTS

D. A. Parikh

D.A. PARIKH
PARTNER

PLACE : MUMBAI
DATED : 26 SEP 2025

FIRM REGN. NO: 107558W



FOR MUKTANGAN EDUCATION TRUST

Sunil S. Mehta *Farida D. Bhatena*

SUNIL S. MEHTA
TRUSTEE

FARIDA D. BHATHENA
TRUSTEE

PLACE : MUMBAI
DATED : 26 SEP 2025

| MUKTANGAN EDUCATION TRUST | | | | | |
|---|---------------------------------------|---------------------------------------|---------------------|----------------------------|---------------------|
| Income and Expenditure Account for the year ended 31st March 2025 | | | | | |
| | SCHEDULE | Year ended 31st March 2025 | | Year ended 31st March 2024 | |
| | | Rupees | Rupees | Rupees | Rupees |
| INCOME: | | | | | |
| Restricted Funding From Non-Govt Donors | | | 18,04,21,526 | | 19,46,52,722 |
| Unrestricted Funding From Non-Govt Donors | I | | 10,41,387 | | 12,51,572 |
| Other Income | J | | 2,35,51,409 | | 1,89,38,660 |
| TOTAL INCOME | | | <u>20,50,14,322</u> | | <u>21,48,42,954</u> |
| EXPENDITURE: | | | | | |
| Administrative Expenses | K | | 2,32,900 | | 2,25,708 |
| Loss on Assets written off | | | 2,26,724 | | 2,52,084 |
| Expenditure On The Objects Of The Trust | L | | 25,07,19,974 | | 22,34,80,741 |
| TOTAL EXPENSES | | | <u>25,11,79,598</u> | | <u>22,39,58,533</u> |
| (Deficit)/Surplus for the year before appropriations/ transfers | | | (4,61,65,276) | | (91,15,579) |
| Add / Less : Appropriations and Transfers | M | | 4,76,28,298 | | 72,84,145 |
| (DEFICIT) / SURPLUS CARRIED TO BALANCE SHEET | | | <u>14,63,022</u> | | <u>(18,31,434)</u> |
| FOR M.S. PARIKH & CO. CHARTERED ACCOUNTANTS | | FOR MUKTANGAN EDUCATION TRUST | | | |
| <i>D. A. Parikh</i> | <i>Sunil S. Mehta</i> | <i>Farida D. Bhatena</i> | | | |
| D.A. PARIKH PARTNER | SUNIL S. MEHTA TRUSTEE | FARIDA D. BHATHENA TRUSTEE | | | |
| PLACE : MUMBAI DATED : 26 SEP 2025 | PLACE : MUMBAI DATED : 26 SEP 2025 | PLACE : MUMBAI DATED : 26 SEP 2025 | | | |
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Sunil S. Mehta *Farida D. Bhatena*

SUNIL S. MEHTA
TRUSTEE

FARIDA D. BHATHENA
TRUSTEE

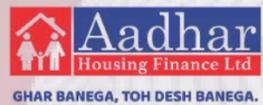
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