

Empowering aspirations, building futures



Annual Report
2024-25





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From the CEO's Desk

A Year of Growth Rooted in Purpose



“The year 2024–25 has been truly special as we have been able to reach some of the most marginalized populations and also bring our ecosystem-strengthening approach to life, by working with institutions and the system to make holistic development a way of life.”

Coming off the high of Makkala Jagriti's 20th year, we entered our 21st with renewed purpose and optimism. 2024–25 saw us channel the energy of celebration into deep, meaningful work—across the spaces we work in.

This year, our early childhood education initiative reached remote tribal hamlets in HD Kote and rural Gadag, bringing critical early learning opportunities to our youngest stakeholders. Simultaneously, we strengthened our presence in government schools, communities, and Child Care Institutions, further embedding holistic development practices.

Our strategic direction is increasingly defined by our role as knowledge partners—collaborating with both government and civil society. A key milestone was launching the ECCE Practitioners' Course, enabling us to share our knowledge with NGOs across India. Similarly, our engagement with schools and CCIs is evolving into long-term institutional capacity building, where practices that support holistic development are now being led by the institutions themselves.

Working at scale is no longer a distant aspiration—it is a grounded reality. Our early childhood education interventions at Project and District-level interventions in Bangalore and Mysore are emerging as strong models for wide replication; and the experience is informing our strategic roadmap for scaling other programs as well.

Amidst all this, it is always rewarding to witness children and youth thrive—with improved learning, confidence, leadership, and self-awareness. This transformation keeps us grounded and inspired.

We remain grateful for the trust of our donors, partners, and—most of all—the children and youth. I am also grateful to our team's commitment to a people-centric, empathetic culture, which has been central to our journey.

We look ahead with hope, purpose, and a continued call for your support.

With gratitude,
Sunayana Chatrapathy
Chief Executive Officer

The year at a glance

The year 2024-25 marked a year of growth along with consolidation as well as some outstanding firsts.

Our reach

1.55 Lakh

Children and youth



7,372

Teachers & functionaries



11,958

Parents



14

Districts



4

Urban poor communities in Bangalore



4522

Anganwadis, Schools and Child Care Institutions



Highlights and Milestones (2024–25)



★ Expanded to newer geographies

Launch of the early childhood care and education program in HD Kote, Mysore and rural Gadag

★ Strengthening knowledge partnerships

Launched our first National level ECCE Practitioners' Course reaching partners across India.

★ Launching initiatives at scale with government partnerships

District level early childhood education intervention in Mysore reaching 2900+ Anganwadis; Celebration of National Math Day across 5 districts and 800+ schools

Our Presence

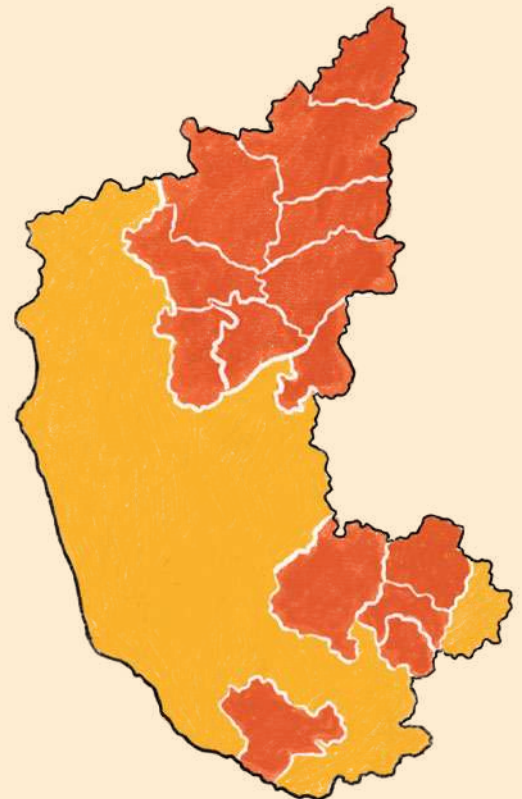
Bangalore Urban, Bangalore Rural, Mysore, Tumkur, Chikkaballapur, Bidar, Kalburgi, Vijayapura, Bagalkote, Gadag, Koppal, Ballari, Raichur and Yadgir.

★ Enhancement of learning spaces

Brand new digital lab, expansion of Makerspace across our centers in communities and Child Care Institutions; and infrastructure upgrade in Anganwadis

★ Recognition of our people-centric culture

Recognized as Great Place to Work for the third time in a row and also featuring among India's Best Workplaces™ for Women 2024 : Top 50 (Mid-size); Case Study of Makkala Jagriti's investment in organizational culture featured in India Development Review



Makkala Jagriti

The purpose and vision

Where you are born should not limit how far you go!

This simple yet powerful belief inspires us every single day. Makkala Jagriti exists to break barriers that hold back children and youth from marginalized communities—by enabling access to quality, holistic education that empowers them to learn and grow joyfully, without fear or judgement, and thrive.



Our Purpose

When every child receives the opportunity to learn, grow, and realize their full potential, it doesn't just transform individual lives—it lays the foundation for a more just and equitable society.

Since 2003, Makkala Jagriti has been working towards facilitating holistic learning and development opportunities for children and youth from disadvantaged sections through its programs in Anganwadis, Government Schools, Child Care Institutions and Urban poor communities across Karnataka.

Vision

To create a value-based social movement to empower the child and its community towards a brighter future.

Mission

To facilitate holistic development for children and diverse groups, in and around the community, to build a sustainable and equitable society.

Core Values & Guiding Principles

- Child Centricity
- Inclusion and Acceptance
- Holistic Development
- Ecosystem Empowerment
- Culture of Learning and Trust
- Co-creation and Collaboration



Makkala Jagriti, founded in 2003, is a Registered Trust with valid 80G, 12A and FCRA certifications. The organization has a valid CSR-1 form to be able to receive CSR funds, and is also registered on Niti Aayog's Darpan portal.

Our Programs & Approach

Our programs empower children and youth from disadvantaged backgrounds across diverse contexts and cater to different age-groups ranging from 3-year old early learners who are exploring the world around them to 24-year old youth who aim to make their mark.



Early Childhood Care and Education (ECCE)

Empowering the Anganwadi ecosystem to facilitate enhanced preschool learning opportunities for children from 3 to 6 years



Holistic Development and Learning for Children in Government Schools (HDLC)

Facilitating holistic development & learning of children in Government Primary Schools and strengthening the school ecosystem



Child Care Institutions (CCI)

Transforming Child Care Institutions into spaces of holistic learning and development for children



Yuva Jagriti

A youth empowerment program to provide 21st Century skills and build leadership among youth from urban poor communities helping them leverage growth opportunities.



Community Transformation

Transforming communities by facilitating holistic learning and development opportunities to children and youth across age-groups and building change agents within the communities



Early Childhood Care and Education



Laying the foundation for lifelong learning

In a small village of HD Kote in Mysore, 5-year-old Manvith liked to be by himself. He has been enrolled in an Anganwadi for a couple of years, but had been reluctant to go there. With hardly any toys or learning materials, or activities that could spark a child's imagination, the Anganwadi was a space that did not attract him. As a result, his most important learning years were being compromised.

It all changed when the Anganwadi was equipped with new toys and turned into a space where the children began to play actively and the Anganwadi teacher interacted with them joyfully. Manvith's parents witnessed this and spoke about the changes at home. This sparked curiosity in Manvith and convinced by his parents, he agreed to go to the Anganwadi. Today, Manvith is interacting actively with other children and eagerly catching up on his missed years of quality preschool education.





Purpose of the ECCE Program

Creating an enriching, stimulating and developmentally appropriate learning environment for thousands of children like Manvith is the core purpose of the Early Childhood Care and Education (ECCE) program at Makkala Jagriti.

Through our interventions, we seek to create an equitable foundation for young children aged 3 to 6 years, in government Anganwadis. Our goal is to ensure that these children receive quality preschool education that supports their cognitive, emotional, social, physical, and language development. By ensuring quality early education and building community awareness, we lay the groundwork for school readiness, lifelong learning, and a more equitable future for the most underserved children.

We achieve this by partnering with the Department of Women and Child Development (WCD) and building capacities of key functionaries within the system, so that quality early childhood education is integrated in the Anganwadi ecosystem and every child accessing the Anganwadi has the opportunity to thrive.

Key Program Pillars

★ Safe & Stimulating Learning

We equip Anganwadis with specially curated child-friendly materials and create engaging spaces that encourage exploration, creativity, and early learning.

★ Capacity Building for Teachers & Helpers

Through training and on-site support, we empower Anganwadi staff to adopt best practices in early childhood education.

★ Empowering Supervisors

We work with Supervisors to help them support and monitor the quality of early childhood education in Anganwadis.

★ Parent & Community Engagement

We involve parents and community members as active partners in children's learning, strengthening the support system for child development.

★ Collaboration with Government

We partner with the Department of Women and Child Development to prioritize early childhood education at all levels and make quality preschool education in Anganwadis a way of life.

Accomplishments of the year



Expanded our reach

In the year 2024-25, our program spanned 3 Districts of Karnataka - Bangalore Urban, Mysore and Gadag.



Reaching the unreached

Successfully launched our ECCE program in HD Kote, Mysore - one of Karnataka's most backward Taluks with a significant tribal population to transform 408 Anganwadis and also expanded into rural Gadag



Scaling our impact

District level initiative in Mysore has empowered 60+ Supervisors through shared visioning and training - reaching 2900+ Anganwadis



Spreading the movement

National level ECCE Practitioner's course for early educators from NGOs across India, marking our foray into knowledge-partnership beyond Karnataka



Strengthening partnership with the government

Entered into multi-year MOU with the Department of Women and Child Development to co-create impact on the ground



Comprehensive program design and resource development

Upgraded our training modules for both teachers and parents along with creation of a library of 70 powerful learning videos to support capacity building as well as on-field practices

3 Districts

Bangalore
Mysore
Gadag



3,613

Anganwadis



57,931

Children



3,799

Teachers,
Helpers and
Supervisors



6,616

Parents



Shashikala's Journey from Reluctance to Resilience

Shashikala, from Penjahallihadi village, never imagined herself as an educator. When her community pressed her to take up the role of Anganwadi helper, she felt anxious and unprepared. Left alone to manage the center after the teacher stopped attending, she struggled to balance meals, care, and learning for the children.

Everything shifted when a Makkala Jagriti coordinator visited, listened to her challenges, and showed her simple ways to engage children in preschool activities. Shashikala embraced the training, grew in confidence, and transformed her center into a safe, lively space for learning. Today, she is recognized as one of the most dedicated helpers in her circle—a role model of resilience and commitment in her community.



From Local to National: Growing the ECCE movement

In a significant first, Makkala Jagriti conducted a 6-month ECCE Practitioner's Course for early educators from across India – Jammu & Kashmir, Assam, Delhi, Tamil Nadu, and Madhya Pradesh among others. The course, conducted in partnership with Wipro Foundation involved 6 days of in-person experiential learning sessions in Bangalore as well as online sessions.

“When I heard about the course, I was wondering whether it had anything new to offer me. But I am so glad that I came for the course, it certainly opened up new perspectives and how things can be done differently. We took back a lot of valuable lessons from the course”

Ambreen Bashir

Jammu and Kashmir Association of Social Workers (JKASW)

This diverse group engaged in deep discussions on the fundamentals of ECCE, covering topics such as brain development, learning environments, and sustainable Teaching-Learning Materials (TLMs). As part of the training, participants also visited our Anganwadi centers, where participants witnessed firsthand the challenges and opportunities within early childhood education. The visits were significant in connecting theory with practice and also sparked meaningful discussions on how to create more engaging, child-friendly spaces. We are very confident that the cohort will apply the learning in their respective districts and it will tremendously benefit the children and their ecosystems.



Celebrating a Champion of Early Childhood Education

This year, we were proud to celebrate Mrs. Rajitha N, Anganwadi Supervisor from H.D. Kote, who received the prestigious Shikshagraha Award, instituted by The Shibulal Family Philanthropic Initiatives. The award honours leaders who go beyond their roles to build an equitable and inclusive education ecosystem.

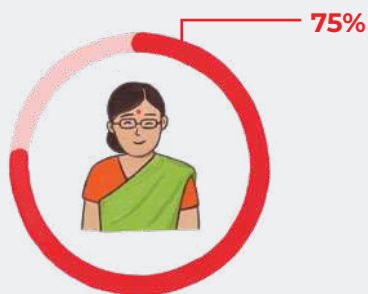
We nominated Rajitha for her exceptional work in strengthening preschool education across tribal communities—creating safe, joyful, and developmentally appropriate early learning environments for children who often face multiple barriers.

The award was presented at InvokED 4.0 on 7 February 2025 in Bangalore, an annual global dialogue on education leadership that brings together experts and changemakers committed to advancing education equity.

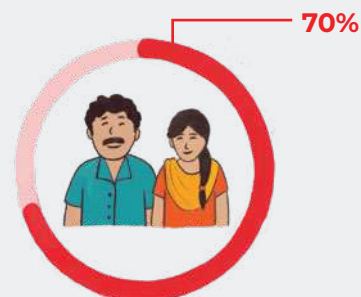
This recognition highlights not just Rajitha's individual commitment but the power of frontline leadership in transforming early learning.

Program Impact

The ECCE program seeks to significantly influence the Anganwadi ecosystem - where teachers, helpers and parents are coming together to impact the children. We are proud to see the strides in this regard

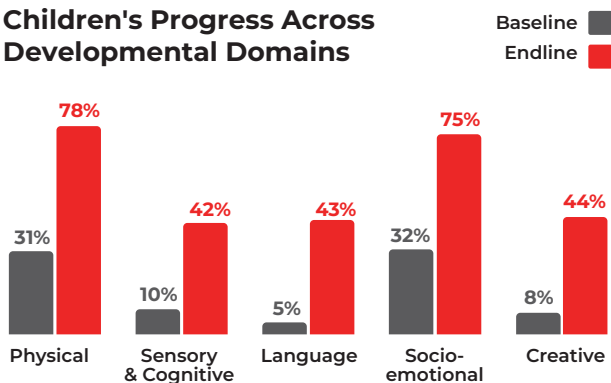


More than 75% Anganwadi teachers have embraced key practices of pre-school education as a way of life. This includes conducting an average of 2 hours of preschool activities everyday, ensuring children have access to materials and making their Anganwadis a conducive learning space.



70% of the parents are attending monthly parents' meetings regularly and are now more informed and actively involved in their children's learning. They replicate activities at home and view Anganwadis as spaces for education rather than just nutrition.

Children's Progress Across Developmental Domains



These changes have visibly impacted the children of the Anganwadis as evidenced by their growth in different domains of development. Our endline surveys show how children are progressing in all domains as a result of curated efforts.

Other than these, we are encouraged both by systemic shifts and community ownership being witnessed in the spaces we're working.

- Close engagement with the Department of Women and Child Development (GoK) has led to supervisors taking more proactive roles in mentoring Anganwadi teachers, ensuring preschool learning is prioritized and integrated into daily routines.
- Events like Anganwadi Habbas and ECCE Day have deepened parent engagement, fostering a sense of pride, collective responsibility, and increased demand for quality preschool learning.

Voices from the ground

"I have been teaching for two decades, but I feel only now I am making a difference to my role. I feel bad that I was not able to provide this kind of learning environment for children before. I wish I was trained on all these aspects. Today my Anganwadi is called 'Kannada convent'."

Ms. Tejaswini,
Anganwadi Teacher,
Kochana Halli, Mysore

Holistic Development and Learning for Children



Transforming the quality of education in public schools

Painting Dreams, Creating Change

It was a normal day at Government Urdu Higher Primary School, Fayazabad. The Visual Art session was about to begin. With her hands full of papers and colours, the facilitator asked: “What do you want to say to the world?”

The children hesitated—fearful of mistakes, being laughed at, or telling that they didn’t know how to draw. The facilitator reassured them: “There is no right or wrong in art. Just start.” Slowly, pencils and colors moved, and creations emerged. Among the creators was Parvaiz, the quiet boy at the back, usually unseen. This time, he painted a bold, mythical creature brimming with strength.

Asked why, he answered: “Because I want to be strong like this. I want the power to face anything in life.”

It was his turning point. No longer silent, Parvaiz began to stand taller, speak with confidence, and embrace self-expression. For him—and many classmates—the classroom transformed into more than a place to study. It became a space to dream, create, and believe. A step forward in his holistic development journey was taken.



Program Purpose



The Holistic Development and Learning for Children (HDLC) Program is Makkala Jagriti's flagship initiative aimed at transforming the learning experience of children in government schools through its unique SPICE model that caters to Socio-emotional, Physical, Intellectual, Creative, Ethical development of children. The program complements traditional curricula, which focuses on academic achievement, by facilitating a host of experiences for children so that they grow into confident, curious, and responsible individuals prepared for lifelong success. The program not just focuses on children, but also works with the ecosystem around the child viz. Teachers, parents and the institution itself to make sure that there is a lasting impact on the child.

S.P.I.C.E Model

Socio Emotional



- Growth mindset
- Self awareness
- Managing emotions
- Communication
- Interpersonal Skills

Physical Development



- Psychomotor development
- Awareness on physical well-being

Intellectual Development



- Literacy Numeracy
- Problem solving
- Critical thinking

Creative Development



- Curiosity
- Originality

Ethical Development



- Integrity & accountability
- Constitutional Values
- Environmental ethics

Key Program Pillars

★ Conducive Learning Environments

Creating safe, welcoming, and child-friendly spaces that spark curiosity and joy in learning.

★ Facilitating Holistic Learning

Nurturing socio-emotional, physical, intellectual, creative, and ethical growth for children through high quality engagement and exposure.

★ Strengthening Foundational Literacy and Numeracy

Supporting children with the basics of FLN using a targeted approach.

★ Empowering Teachers

Building teacher capacities on child-centric and innovative teaching methods, peer learning, and technology integration.

★ Strengthening Institutional Practices

Embedding holistic development approaches through assemblies, parliaments, libraries, and structured school routines.

★ Parent & Community Engagement

Encouraging parents to become partners in children's education and development.

★ Advocacy with the System

Collaborating with the education department to integrate holistic learning into government school systems.



Program accomplishments

5 Districts

Bangalore Urban
Bangalore Rural
Gadag
Koppal
Chikkaballapura



47

Schools



385

Teachers



11,489

Children



5000+

Parents



Facilitated rich and diverse learning experiences for 11,000+ children

- Strengthening Foundational Literacy and Numeracy (FLN) through targeted support.
- Enabling English learning through joyful, fear-free, activity based approaches
- Facilitating impactful holistic learning experiences for children through the themes Our Country, Visual Arts, Board Games, and Our Body.
- Enabling Learning Beyond Classrooms through field trips, showcase events, thematic learning days, organizing Child Rights Week and exposure through volunteering activities.

Equipped teachers for child-centric facilitation

Equipped over 280 teachers with innovative, child-centred pedagogies, usage of TLMs and technology through Teacher Learning Circles (TLCs) in their schools and experiential workshops.



Institutionalised sustainable school practices

Such as the Children's Parliament, Morning Assemblies, Libraries and Notice Boards across intervention schools.



Bringing Learning Alive Through Themes

Theme based holistic learning sessions have been impactful in making education experiential, joyful, and relevant to children's lives. In 2024–25, four themes—Our Country, Visual Arts, Board Games, and Our Body—were implemented to nurture holistic growth under the SPICE framework

Our Country connected learners to India's cultural richness through family trees, maps, and celebrations of traditions, instilling pride and respect for diversity. Visual Arts encouraged creativity as children experimented with natural colours, textures, and free expression. Board Games blended play and learning, building logical thinking, patience, and collaboration. Our Body helped children explore body systems, health, first aid, and respect for self and others, fostering responsibility and empathy.



Teachers observed higher participation, stronger peer collaboration, and improved critical thinking as learning extended beyond textbooks into real-life connections. The most powerful reflections came from children themselves:

“Earlier, we used to respect only the food and crops of our home and state. But after learning from the ‘Our Country’ theme, I understood that we should respect the food of others as well and honour the festivals of all religions”

Swabhika, 5th Grader,
Government Lower Primary School,
Suddaguntepalya.



“My friends and I gave nicknames to some of our friends based on their skin colours. I realised that it is improper to do this. I will also not tease people with disabilities.”

Akash, 6th Grader,
Government Higher Primary
School, J Venkatapura.



Kalika Kalarava

A Celebration of Innovative Teaching

Kalika Kalarava was a dynamic Teaching-Learning Materials (TLM) Mela jointly hosted by Makkala Jagriti and the Department of School Education and Literacy. The purpose of the event was to provide teachers with a platform to showcase creative TLMs that go beyond conventional methods and support holistic child development of children.

The event featured interactive workshops, panel discussions, and exhibitions, inspiring educators to integrate technology, use natural environments, and adopt innovative practices in classrooms. The impact was significant—teachers exchanged resources, explored fresh methodologies, and strengthened their capacity to make learning more engaging and inclusive. The event highlighted the central role of teachers as facilitators of creativity and critical thinking, fostering a culture of collaboration and innovation across schools.

With over 150 participants including school teachers, senior officials from the Department including Deputy Director of Public Instruction (DDPI), Principals of District Institutes of Education and Training (DIET) and Block level officials, the event was a significant milestone in Makkala Jagriti's teacher empowerment journey.

Math Day in 800+ schools

A milestone in Scaling Best Practices

In collaboration with the Department of School Education and Literacy, Makkala Jagriti facilitated the celebration of National Math Day across six taluks in five districts of Karnataka, actively engaging over 89,000 children from 850+ schools and 3,000+ teachers.

“We learned that we can find math even in things like flowers, fruits, and leaves around us. It was so much fun discovering how math is everywhere in nature!”

Jhanavi, 2nd Grader,
Government Higher Primary School,
J Venkatapura.

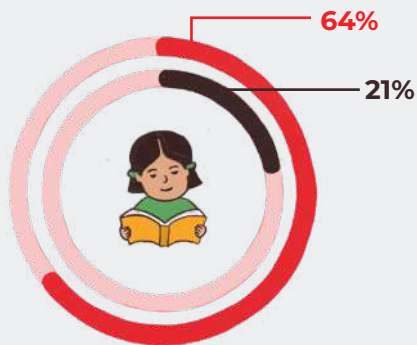
The week-long program featured diverse, hands-on activities connecting math with real-world applications. Highlights included a Nature Walk with Math (exploring patterns, shapes, symmetry), Math in Daily Life through market visits, Mock Markets using play currency to practice budgeting, Math Exhibitions of puzzles and models, debates on math as a life skill, and Parent-Child Math Games. Children also explored India's mathematical heritage and engaged with professionals demonstrating math's role in their work.

The program saw over 90% of the targeted schools and teachers actively participate in the program. Key outcomes witnessed included a boost in confidence, problem-solving and real-world application skills, while also reducing fear of math and fostering curiosity, teamwork, and cultural appreciation.

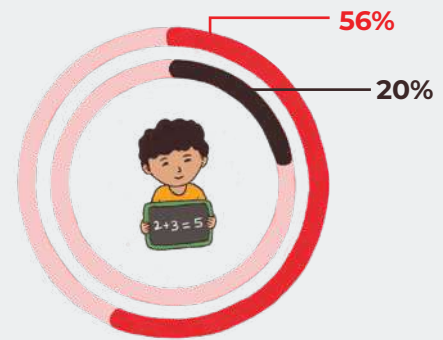
Impact

The HDLC program in government schools has a multi-fold impact - on children, teachers as well as the school environment. We have seen measurable improvements in children outcomes while also witnessing several qualitative shifts in children and teachers alike.

Foundational Literacy and Numeracy Outcomes

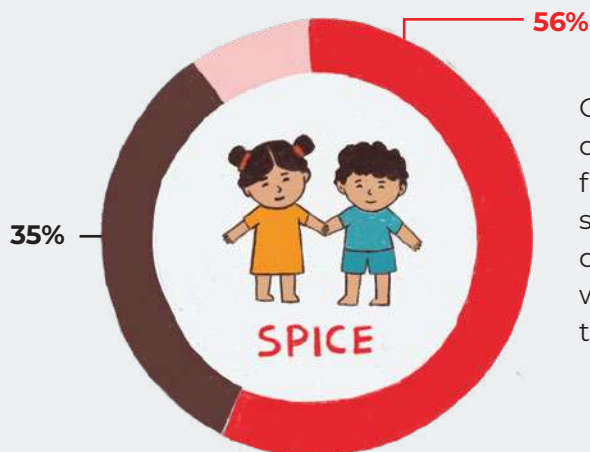


64% Children are showing satisfactory levels in Kannada compared to 21% at the time of baseline assessment.



56% Children are showing satisfactory levels in Numeracy compared to 20% at the time of baseline assessment.

Holistic development outcomes (aligned to SPICE framework)



On an average 56% of children independently demonstrate competencies aligned to the SPICE framework - such as interpersonal skills, curiosity, sense of responsibility, psychomotor development and problem solving skills, whereas about 35% of the children demonstrate the same with nudges and support.

Teacher empowerment

Our engagement with teachers has sparked innovation in classrooms with

- ★ 96% of teachers increasing their use of TLMs in their classes
- ★ 93% report increasing integration of technology in their classrooms.

“Earlier, there used to be a wastage of about two buckets of food. We have been able to reduce it to half a bucket or less per day. We have been able to ensure that the food is being served to more people now.”

Lavanya, 7th grade Student
School Parliament member,
Karnataka Public School, Hebbal

The program has enabled qualitative shifts that bring vibrancy in the school environment including:

★ **Creation of Joyful Spaces**
Children reported greater enjoyment of sessions, reflected in higher motivation, curiosity, and active engagement.

★ **Trust and Emotional Security**
Facilitators created safe environments where acceptance of mistakes increased children's confidence and willingness to participate.

★ **Positive Classroom Culture**
Teachers observed calmer classrooms, stronger student-teacher relationships, and improved morale extending beyond MJ centres.

★ **Ownership and Innovation by Teachers**
Shared visioning enabled teachers to clarify goals, adopt innovative practices, and contribute actively to school culture.

A holistic impact on the ecosystem

"Over the past few years, student admissions have steadily increased, reflecting the community's trust in our education. Experiential learning has made classrooms more engaging, boosting students' confidence, discipline, and ethical understanding. Our teachers' creative methods have made learning joyful, and strong support from parents, the community, and SDMC members has fueled the school's growth and success."

Ms. Ramani R

HM, GHPS, Maralukunte



Child Care Institutions

Bringing hope and opportunity to every child



Mahesh's Journey

Finding His Rhythm in Learning

Mahesh (name changed) grew up in the rural landscapes of Yadgir. His life changed when his father passed away and the lack of a family environment to support him resulted in him being enrolled in the Government Boy's Home.

Upon arrival, Naresh struggled to adjust. While he got an opportunity to go to school here, his transition to formal education was overwhelming. He became withdrawn, disengaged from classes and avoided daily activities, and his once lively nature replaced by silence. He watched most activities from a distance, participating in a limited way.

However, the staff of the CCI were noticing his behaviour and recognized his love for music and art. He was encouraged to explore drawing and painting. Understanding his gap in education and struggles with academics, Naresh was helped patiently with foundational literacy and numeracy. Mahesh struggled with math, but using a calculator built his confidence, and soon, he engaged more with his studies.



With time, changes in his outlook were visible. When gifted a book of riddles, he keenly sought answers for them and his curiosity was remarkable. Today, he is integrating in all activities and is showing promise in educational pursuits.

Mahesh's transformation shows the power of personalized care. With steady support, he rediscovered his potential and found joy in learning again, proving that with the right support, even the greatest challenges can be overcome.



Program Purpose



Child Care Institutions (CCIs) play a vital role in India's Juvenile Justice system, offering shelter and correctional support to children in need of care, protection, or those in conflict with the law. Makkala Jagriti's CCI Program is committed to creating safe, nurturing, and empowering spaces in government-run Child Care Institutions (CCIs) and Observation Homes (OHs), ensuring that children who have faced difficult circumstances can get holistic development opportunities. By focusing on holistic development—across social, emotional, physical, intellectual, and creative dimensions—the program fosters environments that allow children to rebuild their confidence, acquire life skills, and explore their full potential and feel prepared to reintegrate into mainstream society.

Program Pillars

★ **Conducive Learning Environments**
Creating safe, nurturing, and child-friendly spaces in CCIs and Observation Homes that promote learning, wellbeing, and a sense of belonging.

★ **Holistic Development Opportunities**
Facilitating socio-emotional, physical, intellectual, and creative growth through contextual and structured activities including life skills sessions, Makerspace, targeted support in literacy and numeracy, events, experiential workshops, exposure visits and more

★ **Empowering Institutional Staff**
Training and capacity building of caregivers, counsellors, and other staff to adopt child-centric, empathetic, and responsive practices to aid holistic development of children

★ **Strengthening Child-Centric Institutional Practices**
Introducing and strengthening routines such as group sessions, peer circles, and reflective practices that encourage participation, responsibility, and shared ownership.

★ **Advocacy and Systemic change**
Collaborating with the Department at the State level for sharing knowledge, evidence and best practices towards transforming the CCI ecosystem sustainably.

Program Accomplishments

★ Renewed and Strengthened Partnership with the Department

We strengthened our partnerships in the CCIs we currently work with, which in turn enabled deeper capacity-building of institutional staff.

★ Enhanced Holistic Development Approach

The program was strengthened in both design and implementation by integrating the SPICE framework—Social, Physical, Intellectual, Creative, and Emotional development. This led to more impactful holistic development sessions that offered structured, child-centered opportunities for growth, along with theatre workshops, exposure and more.

★ Stronger Emphasis on Staff Capacity Building

Enhanced staff development through State level in-person workshop in Bengaluru, continued fortnightly online sessions, and monthly staff learning circles at each CCI.

★ Makerspace at Observation Homes

Hands-on creative spaces were introduced to foster skill-building, problem-solving, and innovation among children in Observation Homes, yielding remarkable children outcomes.

★ Strengthening Institutional Practices

Introduced and strengthened practices such as Safe Corners, Children's Committees, Kitchen Gardening and Reflection Circles for children that are ensuring well-being, creating leadership opportunities and promoting a sense of responsibility

10

Districts



27

CCI's



3,690

Children



300+

Government
CCI Staff



Cross-District Kitchen Garden Competition: Children from CCIs participated in a virtual gardening competition, promoting environmental awareness, teamwork, and creativity.



Strengthening Institutional Practices Towards Child-Centeredness

A key component of Makkala Jagriti's CCI program is strengthening institutional practices to make daily life more child-centred. Morning and Evening Circles were introduced as routines that nurture emotional safety, expression, and belonging. These circles act as grounding touchpoints—spaces for children to connect, reflect, and enjoy being together. Activities include sharing updates, discussing current events, and engaging in storytelling, music, dance, and group interactions that build camaraderie.

These sessions have helped children express themselves more freely, gain confidence, and build stronger relationships with staff and peers. Children report feeling safer and calmer, while staff observe greater participation and openness. The circles are now part of the daily rhythm, rooting each day in connection and reflection.

Another child-centred practice is the creation of Safe Corners—quiet spaces where children can step away when overwhelmed, regulate emotions, or simply pause. Equipped with soft materials and calming tools, these corners reinforce a supportive, responsive environment.

“Morning and evening circles with the children have made a huge difference. Staff have become more approachable and children now feel safe to talk to us. There’s a noticeable change in the way they interact.”

Nethravathi

House Mother, Govt. Children Home for Girls, Bellary

Empowering the Staff

Building Capacity for Transformational Leadership



Capacity building of CCI staff is central to the success of this program. We have been successfully conducting fortnightly online sessions for staff of CCIs across Karnataka for more than 3 years. This year, we introduced Staff Learning Circles within the CCIs, which has created a culture of collaboration and reflection, where staff can share experiences, solve challenges together, and learn from each other.

A milestone achieved this year in the journey of staff empowerment is the Leadership Workshop, conducted for Superintendents of 27 CCIs across the state, that focused on enhancing leadership skills, empowering them to adopt child-centric approaches, and establish best practices within their homes. As a result, staff have been able to implement innovative practices such as Safe Corner Spaces for children and other practices, fostering an environment of trust and emotional support. These efforts not only improve the quality of care but also help build lasting bonds between staff and children.

Srikanth Biradar

Superhero without a cape

When Srikanth Biradar entered the Observation Home in Vijayapura as a Counsellor, he saw more than an institution—he saw untapped potential. With a child-centric vision, he transformed the home into a space of learning, care, and emotional healing. Srikanth ensured every child received not just basic support, but meaningful education, guidance, and opportunities to grow. Under his leadership, classrooms became lively, activities grew frequent, and children began to smile with renewed confidence. Their behavior improved, their aspirations rose, and their belief in a positive future strengthened. Through his dedication, the Observation Home has become a model of holistic care—proving that change is not only possible, but sustainable.

Program Impact

★ Improved foundational literacy and numeracy

The Foundational Literacy and Numeracy assessments show steady improvements in learning, but the impact extends well beyond academics.

★ Increased confidence and collaboration

Children across CCIs are now more confident expressing themselves, collaborating with peers and staff, and participating actively in daily routines.

★ Enhanced self-esteem and cooperation

MakerSpace activities have especially boosted children's confidence, self-esteem, and willingness to open up, as hands-on exploration encourages them to try, fail, create, and share without fear. Similarly, kitchen gardening has nurtured a strong sense of responsibility, teamwork, creativity, and an increased love for nature, as children care for plants, work together, and see the results of their efforts grow over time.

★ Strong child-centred practices

Staff across CCIs are demonstrating more child-friendly, empathetic practices. Safe Corners, greeting circles, kitchen gardens, and children's committees are now embedded routines, creating nurturing, and child-centered environments. These have also strengthened bonding between children and Staff of the institutions.



CCI Program provides children with unprecedented learning opportunities. Children of Government Boys Home, Bangalore are discovering the power of team-work and coordination at an Outbound learning camp.

“The ‘Hosa Chethana’ sessions are the highlight of my week. They’re full of engaging activities—from fun games to life-skills like self-awareness and managing anger—that truly help me grow. What I value most is the safe space they offer, where I can share my feelings without fear of judgment. I look forward to every session and am grateful for the support they give me.”

Santhosh, OH Hassan

(Hosa Chethana sessions are online learning and reflection sessions conducted every week exclusively for children in Observation Homes across Karnataka)

Community Transformation



Enabling a journey from school readiness through life readiness

Program Purpose

Makkala Jagriti's Community Transformation program envisions equitable access to quality education and holistic development for children and youth in Bangalore's underserved communities. The program encompasses age-appropriate interventions for children and youth across age groups from 3 years to 24 years, with the overarching aim of enabling their journey from school readiness to life readiness. The program addresses barriers such as limited access to learning opportunities, lack of positive role models, social pressures and vicious cycle of poverty, by creating safe, inclusive community spaces where children and youth build skills, confidence, and aspirations.



Key Program Pillars

★ Enhancing Early Childhood Learning Spaces

Transforming Anganwadis into nurturing, age-appropriate environments that promote school readiness and high-quality early learning for children aged 3–6.

★ Capacity Building & Mentoring of Anganwadi Staff

Equipping Anganwadi teachers and helpers through structured training, continuous mentoring, and support from community resource persons to strengthen ECCE delivery.

★ Holistic Development for Children (6–16 years)

Creating safe, non-threatening learning environments for children in well equipped Community Learning Centres and providing diverse learning opportunities to foster socio-emotional, physical, intellectual, creative, and ethical (SPICE) development.

★ Yuva Jagriti - Youth empowerment towards brighter futures

Empowering community youth (17–24 years) by building 21st-century skills, life skills, IT skills, employability readiness, exposure and mentoring, for youth to become socially conscious changemakers socio-emotional, physical, intellectual, creative, and ethical (SPICE) development.

★ Parent & Community Engagement

Empowering parents, local leaders, and community members to actively participate in children's and youths' learning journeys, creating an enabling environment that drives whole-community transformation.

Program Reach

4

Urban poor localities in Bangalore

- Gopalapuram
- VV Giri Colony
- Valluvarpuram
- Avalahalli



320

Children



275

Youth



342

Parents of children and youth



17

Anganwadi Teachers and Helpers



Building the early childhood education movement in communities

Makkala Jagriti's work with the youngest learners in urban poor communities involves adopting the Anganwadis located within the communities and transforming them into thriving spaces for early childhood education. The intervention strengthens the entire learning ecosystem—building the capacities of teachers and helpers, providing structured, play-based classroom support, identifying and training resource persons within the community to support Anganwadis, and engaging families as active partners.

Highlights of the year

★ Empowered educators and helpers

7 Anganwadi teacher trainings and 3 Helper trainings to equip them in the importance of ECCE, creative teaching methods, routines, child protection, and assessment, supported by community resource persons.

★ Strengthened family and community engagement

Events like Children's Day, Nutrition Month, and Anganwadi Habba fostered parental participation, celebrated milestones, and reinforced the importance of early learning.

★ Enriched learning experiences for children

Play-based facilitation, weekly theme plans, and exposure visits helped children develop cognitive, language, socio-emotional, and physical skills.





Joyful Steps in Early Learning

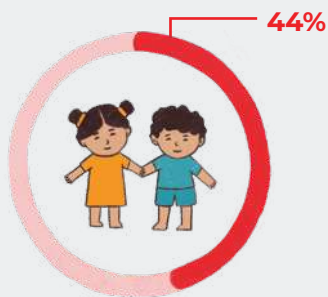
A Community Celebration

The aspiration of quality early childhood education for every child is possible only when the community joins hands and makes it a way of life. A major milestone in the journey of nurturing change at the community level was the celebration of Anganwadi Habba, a lively festival that brought together 150 parents, teachers, helpers, community leaders, and government officials under one roof.

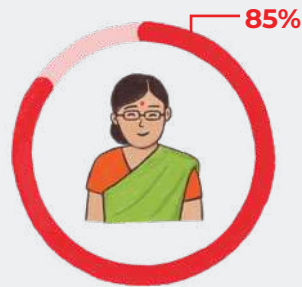
The event highlighted the importance of early childhood education and strengthened parental involvement through interactive learning stalls showcasing children's physical, cognitive, language, social, and emotional development. The event also featured spirited dance performances by Anganwadi children and a role-play by parents, emphasizing the family's role in early learning. A panel discussion with experts on child development and nutrition, along with the felicitation of Anganwadi workers, added depth and recognition to the celebration. By combining learning, performance, and dialogue, the Habba reinforced Anganwadis as a shared community responsibility and enriched children's development both inside and outside the centers.



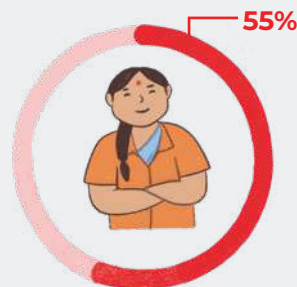
Quality preschool education in communities becoming a way of life



Children meeting social and emotional development milestones across different age-groups as a result of focused attention on teacher behavior practices and free play



Teachers demonstrating enhanced knowledge and increased parental engagement



Helpers contributing meaningfully by leading action songs, welcoming children and setting up learning corners

A helper blossoms into an educator

Anandhi had always been a quiet and committed helper at the V.V. Giri Colony Anganwadi, caring for children and going about daily routines like upkeep and cooking. She was not clued in on early childhood education or even aware about things like developmental milestones.

But things started to change after a training session, specially designed for Anganwadi Helpers, opened her eyes to play-based learning for children. She began talking more with the children, asking questions, and turning simple materials into fun lessons. Soon, Anandhi was confidently leading activities, guiding children through structured play and was no longer hesitant to take charge when the Anganwadi teacher was away. Once a helper, she had blossomed into a joyful, inspiring educator - earning appreciation from parents

Voice

My work at the Anganwadi has changed a lot. I now know how to plan weekly activities and engage children better. I have mastered corners-based learning activities. Parents are happy and attendance has improved. I have also personally grown and improved as a teacher.

Kavitha

Anganwadi Teacher, Gopalapuram

Making holistic development for children in communities a way of life

At the heart of our Community Transformation program are vibrant Holistic Development and Learning Centres for children that provide them with a safe and stimulating space for learning beyond school. These centres serve as hubs for a variety of learning activities designed to foster socio-emotional, physical, intellectual, creative, and ethical growth. Through engaging sessions in academics, STEM, arts, dance, martial arts, and experiential learning, children not only strengthen foundational skills but also develop confidence, curiosity, collaboration, and a sense of responsibility, nurturing well-rounded development.

Highlights of the year

★ Enhanced Learning Spaces

Computer and Makerspace labs across centres enabled hands-on STEM learning, coding sessions, and experiential exploration for children.

★ Diverse Exposure Opportunities

Children participated in cultural, scientific, and nature-based experiences—including museum visits, art therapy, science exhibitions, and agricultural and historical site visits.

★ Children-led Community Campaigns

Children created awareness within their communities on environmental conservation, child rights, and substance abuse through street plays, murals, and door-to-door campaigns.

★ Stronger Parent Engagement

Outbound experiential workshops encouraged reflection, challenged gender stereotypes, and fostered active collaboration between parents, grandparents, and children.





Bond and Beyond

Making Learning a Community Experience

Bond & Beyond is a series of activities led by the children and facilitators, that takes learning and collaboration beyond the centers into the community and brings families and communities together. Parents, grandparents, and children participated in rangoli, pot painting, and mehendi sessions, making collective choices on designs and colors, creating shared ownership and joy. These interactions created new non-threatening dialogue spaces on various topics including gender roles, patience, unity,

and respect, while reinforcing emotional bonds within families. As children led campaigns and activities, parents became their partners in learning. By combining creativity, reflection, and community participation, Bond & Beyond fostered intergenerational connections, empowered families, and nurtured holistic learning that extended from the centres into everyday life in the community.

Voice

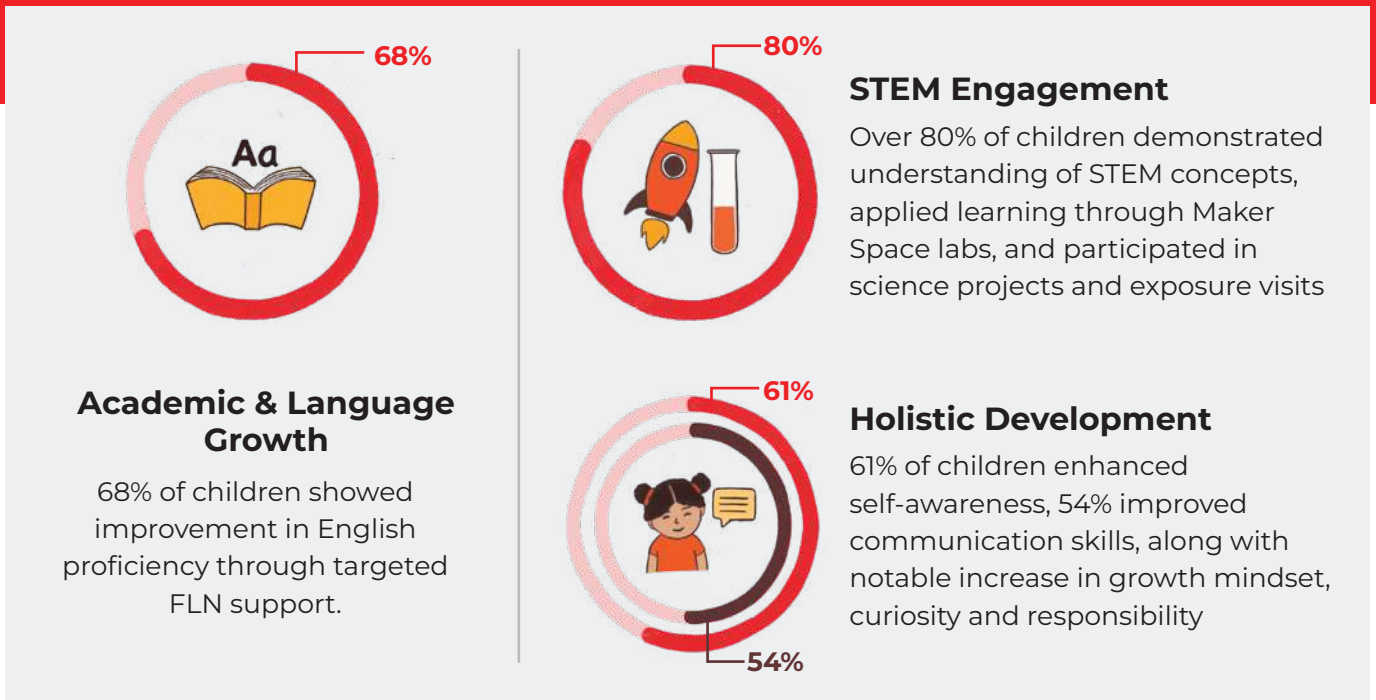
Through the community rangoli activity, I rediscovered a skill I thought I had forgotten and was delighted to see my daughter share the same creativity and interest. Creating rangoli together helped us bond deeply and reminded me of the traditional joys I grew up with."

Anandi

Parent (VV Giri Colony)

Impact

From academic skills to confidence and creativity, children are developing in many ways—these indicators offer just a glimpse of the growth they are experiencing through the program



Beyond these, children have shown physical, creative and cultural growth as a result of dance, Taekwondo, arts and exposure visits and are having a better appreciation of their surroundings. Significantly, the active participation in community campaigns has fostered confidence, collaboration, and responsibility.

A star who continues to sparkle - year after year

When Anjali scored over 83% in her 10th-grade exams, it was a moment of joy—not just for her achievement, but for the journey behind it. Growing up in a home with ongoing health and financial challenges, her dreams could have easily been pushed aside. But at Makkala Jagriti's Community Learning Center, she found a space to learn, play, and discover her passions in dance, art, and storytelling. With academic support and access to books, she overcame stage fear and improved in language and math.

Anjali also dabbled enthusiastically with science—experimenting with wires and sensors at the Makerspace Lab in the community centre, and winning prizes for her work in school. A session on rockets and satellites left her starry-eyed, especially when she learned how astronauts prepare food and recycle water in space. Now stepping into pre-university, Anjali is full of confidence and curiosity. She is a shining example of our belief: Where you are born should not limit how far you go.

Yuva Jagriti

Empowering youth to aspire and thrive

Yuva Jagriti is a program from urban poor communities with 21st Century Skills and creating a supportive ecosystem that helps the youth tap into their own potential and thrive. The key problem that the program addresses is the inability of youth to leverage growth opportunities around due to lack of exposure, life-skills, personal development avenues and also of role models within their communities.



Yuva Café - a safe, non-judgmental and vibrant space is the hub of youth activities located within the communities.



Highlights of the year

★ 21st Century Skills

220 youth enrolled in Parivartane - a 6 month course covering IT Skills, Life Skills, Placement readiness and more.

★ Employment & Skill Development

74% of job-seeking youth placed, with over 90% sustaining employment; 101 youth earned certifications in IT skills.

★ Infrastructure

Launch of a new digital lab at Avalahalli Yuva Café, equipped with new computers, Smart TV, projector, and printer, providing a platform for IT skill development.

★ Exposure Opportunities

Multiple corporate visits to organizations like Hy-Vee, Infosys, and Goldman Sachs broadened aspirations and clarified career pathways.

★ Transformative Youth Workshops

Outbound experiential learning and peace-building workshops helped youth build confidence, leadership, self-awareness, social awareness, and collaboration skills.

Tackling physical obstacles, breaking mental barriers

A special feature of the year was taking our youth to a two-day Outbound Workshop, which turned out to be a powerful experience that combined adventure-based learning with deep personal reflection. Through physical challenges and group tasks, youth stepped outside their comfort zones, built trust, and learned the value of teamwork. Just as importantly, individual activities encouraged them to look inward, confront the assumptions they carry, and discover new strengths. For many, it became a lifetime memory — a turning point that brought about meaningful personal shifts. Participants returned with greater self-confidence, emotional maturity, and a renewed belief in their ability to overcome both external and internal barriers.



“I assumed that girls always needed protection and support and could not do certain things. It was an eye-opening experience and I can now acknowledge that girls are capable of anything”

Arfath

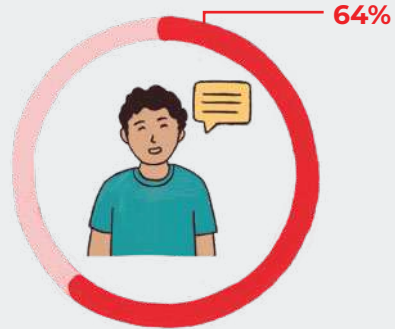
Youth participant from outbound workshop

Impact

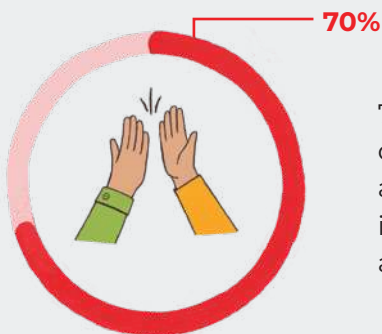
Yuva Jagriti is reshaping young people's perspectives and career paths, with participants showing strong improvements in self-awareness, resilience, communication, expression, and the ability to collaborate and build healthy relationships.



71% of youth demonstrate high competencies in self-awareness and resilience. They are aware of their strengths, weaknesses and goals; and also know how to navigate tough situations.



64% of youth show strong improvement in communication & expression. They are not only confident to speak in public, but are also good listeners and are ready to hear different perspectives



70% youth show strong competencies in collaboration & relationship building. They are mingling with new people without inhibitions, can work effectively in a team and are respectful in case of conflicts.

Youth also demonstrate a strong sense of social consciousness with more than 88% of them participating in volunteering activities and more than 98% of youth wishing to create positive change in their communities

Haleema's rise against all odds

"Why don't you get married and settle down?" This was a question Haleema often heard at home. But she had different dreams—she wanted to become a Chartered Accountant. Life took a tougher turn when her father met with an accident and couldn't work. With her mother working as a domestic help and her brother as a daily wage labourer, ends didn't meet. Haleema began working at a food court to support her family, taking on the burden of paying rent—all while continuing her studies.

What keeps her going? Her determination—and the support of Makkala Jagriti's Yuva Café. Being part of

the youth cohort there helped her build confidence, improve communication skills, and stay focused on her goals through regular one-on-one guidance. While Haleema continues to be an amazing example of resilience and determination, we also realize how a little nudge is all that it takes to make a difference.

For many, it became a lifetime memory — a turning point that brought about meaningful personal shifts. Participants returned with greater self-confidence, emotional maturity, and a renewed belief in their ability to overcome both external and internal barriers.



Volunteer Engagement

Building a Social Movement Together



Volunteering at the Heart of Our Vision

At Makkala Jagriti, volunteering is more than an activity—it is the heartbeat of our vision to create a social movement for child empowerment and holistic development. Makkala Jagriti offers volunteering opportunities to everyone including students, corporate employees, individual professionals, senior advisors, and even the youth within our own programs. Every volunteer's unique contribution takes us forward in our shared purpose.

A Year in Numbers

These numbers reflect more than participation—they reflect commitment, collective energy, and the growing reach of our movement.

17



Corporate partners

10



College partners

4,000+



Volunteer hours contributed

2,000+



Volunteers engaged



Volunteering Highlights of the Year

Volunteers from leading companies and communities contributed through both short-term events and sustained engagements.

- ★ Packed and distributed 8,600+ school kits across 40 government schools.
- ★ Painted 5 classrooms and libraries with colorful murals.
- ★ Organized cultural events, fun fairs, sports days, and creative workshops for hundreds of children.
- ★ Arranged exposure visits, enabling youth to workplace environments and build career readiness.
- ★ Conducted STEM, life-skills, Computer basics, financial literacy sessions and other topics, along with regular tutoring and mentoring by long-term volunteers

Impact on Children and Youth

We extend our heartfelt gratitude to all our partners and organizations who contributed their time, resources, and energy this year. Every volunteering initiative leaves an impact on the children and youth along with great memories.



Boost in confidence and aspirations through office visits



Skill building and exposure through sessions and mentoring



Expanded access to engaging and effective learning through donations of teaching-learning materials



Creativity, curiosity and socio-emotional growth through sports, creative events

Voices of Volunteers

“At EXL, we’re proud to partner with Makkala Jagriti in supporting youth development. Through exposure visits and volunteering engagements, over 150 youth gained valuable skills, built confidence, and laid a strong foundation for their future. We are inspired by the energy and curiosity of the students and look forward to continuing this collaboration.”

Prasad Rajajayachandra
Vice President, EXL

“Partnering with Makkala Jagriti has been deeply enriching for our Target volunteers. From Anganwadi sessions to financial literacy workshops, every interaction was an opportunity to learn, contribute, and be inspired. We value this partnership and the shared journey of creating positive change.”

TES Team
Target India

Donors and Partners

Strong partnerships make lasting impact possible.

We are deeply grateful to the donors, program partners, and volunteers whose commitment has fueled our journey this year. These contributions—resources, expertise, or time—have expanded our reach and created meaningful opportunities for children, youth, and communities to learn, grow, and thrive.

Our Donors



Jai Shiv Shakti
Health & Educational Foundation



Program & Volunteering Partners

- Asian Taekwondo Academy and Fitness Center
- Edzola
- Enfold Proactive Health Trust
- Friendshifts
- Indiahikes
- Navya Disha
- Next Skills 360 EdTech Private Limited
- NIIT Foundation
- Phoenix Taekwondo Academy
- Prabhava Institute of Mental Health
- R Gundurao Foundation
- Samvada Foundation
- Shikshagraha
- Shrishti Adventures
- Sochara
- Tan90
- Allegis Global Solutions
- Bolt Financial
- EXL Services
- Firstsource
- Goldman Sachs
- Google India
- Hy-Vee
- NetApp
- Netsmart Technologies
- Oracle
- PayPal
- Pure Storage
- SalesForce
- Smiths Foundation
- Taj Hotels
- Target
- Tata Elxsi
- Wipro
- Christ University
- RV University
- St. Joseph's University

“At Bosch, we believe partnerships create possibilities—and our work with Makkala Jagriti is a testament to that. Together, we focused on strengthening early childhood education by improving infrastructure and building teacher capacity. The results speak for themselves—Anganwadis have become vibrant, child-friendly spaces where learning is joyful and structured. Teachers are now equipped with modern pedagogical skills, and children are showing remarkable progress across cognitive, social, and emotional domains. Enhanced hygiene and play areas have boosted attendance and created a safe environment for growth. This initiative is more than an upgrade; it is a step toward shaping brighter futures for thousands of children. We deeply value Makkala Jagriti’s expertise and commitment, which have been pivotal in making this vision a reality. We appreciate Makkala Jagriti’s unwavering passion and professionalism in shaping a brighter future for early learners”

Shilpa Deodhar

Head, Corporate Social Responsibility, Bosch Global Software Technologies Private Limited.

People at Makkala Jagriti

An organisation is only as good as the people who drive it. At Makkala Jagriti, our people are our greatest strength—the torchbearers who live and breathe our values, vision, and mission. What makes MJ unique is how deeply our culture and ethos are reflected at every level, with each individual personifying the same values. Whether working directly with children, engaging with communities, building partnerships with government, or providing critical support functions, every member of MJ plays a vital role in advancing our vision of holistic learning and transformation.

Young drivers of change - that's us!

We're a youthful, energetic team –with an average age of 32 and more than 75% of us under 35 – who're shaping a new future for children and communities."



Highlights of the year

- ★ 22% increase in team strength with 70 new hires this year, taking the total team size to 172 members, reflecting Makkala Jagriti's growing reach and ambition.
- ★ Leadership pipeline strengthened through targeted training programs and exposure opportunities.

★ Recognition of our people-centric approach through a case study featured in India Development Review (IDR), one of the most reputed publications of this sector. We were also invited to present our people practices in leading education and development forums

★ Makkala Jagriti recognized as Great Place to Work for the third time in a row and also featuring among India's Best Workplaces™ for Women 2024 : Top 50 (Mid-size)



Building a People Centric Culture

Makkala Jagriti's leadership team plays a crucial role as custodians of its culture. Significant investment has been made in the team's development through personal effectiveness trainings for managers and coordinators, with active involvement from board members.

Entrusting the leadership to uphold MJ's people-centric culture is a distinctive approach. Joy Srinivasan, MJ's founder, consciously stepped back from her executive position, entrusting the nonprofit to others while assuming a mentoring role.

Case study excerpt

The importance of investing in people and organisational culture published on the website of India Development Review (idronline.org).

Read the full article here:



Investing in Learning & Development

At Makkala Jagriti, we invest deeply in structured learning and professional development, helping our people grow as individuals and leaders. Our capacity-building mirrors our work with children and youth—holistic, starting from the self, expanding to roles, and then the organisation. Our approach is experiential, co-designed, facilitative, reflective, and adaptive—ensuring meaningful and transformative learning.

On an average every program team underwent at least 17 days of training within the organization and undertook external training and exposure additionally.

Training themes included content knowledge, facilitation skills, self-awareness, and teamwork for stronger collaboration among others.

Looking ahead, we aim to deepen our learning culture by launching an organisational calendar, strengthening onboarding through structured handbooks, and consolidating modules to support knowledge partnerships. We also plan to expand our trainer network and nurture internal facilitators—embedding continuous learning across programs as we move toward MJ@2030.



“As someone who values continuous learning, Makkala Jagriti has been the ideal place for growth. Since joining, I've learned to lead teams, build programs, engage stakeholders, and design meaningful spaces for children and youth. What makes this journey truly enriching is the safe space MJ creates—to explore, experiment, fail, and learn. This cycle of learning helps us show up better for the children and youth we serve.”

Ronita Rayan

Senior Manager - Program Design,
Learning and Development

Governing Board & Leadership

Makkala Jagriti's governing board and leadership bring together seasoned professionals with deep expertise in organizational development, business leadership, social entrepreneurship, and behavioral sciences. This diversity of experience, combined with a shared commitment to social change, ensures strong strategic direction, visionary leadership, and the ability to bridge corporate, developmental, and community perspectives.



Joy Srinivasan

Chairperson & Managing Trustee

- Founder and leading change agent at Makkala Jagriti
- Former president, ISABS
- OD Consultant and International Leadership and Behavioural Sciences Trainer



Viswanath Gopalakrishnan

Trustee

- Organisational development consultant
- Founding Director Organisations & Alternatives Consulting Pvt. Ltd.



Rangarajan Padmanabhan

Trustee

- Former COO, Appnomic Systems
- Board Member at RubanBridge
- Angel Investor and Advisor to Startups



Satyen Vyas

Member

- Former CEO, Symphony SummitAI
- Former VP (India & South Asia), IBM
- Former GM for Mid Markets, Dell India
- Founder and Former CEO, Vitage Group



Kavitha Krishnamoorthy

Member

- Co-Founder and Co-Director, The CanBridge Academy
- Managing Trustee, Kilikili. Arts-based Therapy Practitioner



Sunayana Chatrapathy

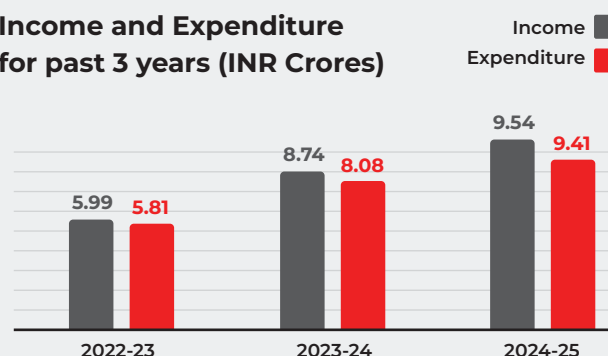
Chief Executive Officer

- Alumnus of Symbiosis Institute of Business Management
- SBI Youth for India Fellow

Financial Information

Makkala Jagriti has experienced consistent growth, which is an indicator of its increasing credibility, and also greater responsibility and accountability to its stakeholders. Over the past three years, the organization has achieved an average year-on-year income growth of approximately 27.5%.

Income and Expenditure for past 3 years (INR Crores)



Income and Expenditure Statement - FY 2024-25

Income	Total (INR)
Project Grants	8,56,55,675
General Grants	88,60,757
Interests and Other Income	9,71,777
Total Income (A)	9,54,88,209

Assets	Total (INR)
Fixed Assets	11,46,120
Specific Grants - Receivables	44,52,964
Advances and Deposits	59,63,832
Investments	50,00,000
Cash in Hand	0
Cash in Bank	2,47,89,734
Total	4,13,52,650

Expenditure	Total (INR)
Program Expenditure	8,50,22,829
Admin Expenditure	86,11,289
Capital Expenditure	5,25,572
Total Expenditure (B)	9,41,59,690
Excess of income over expenditure transferred to Balance Sheet (B-A)	13,28,519

Liabilities	Total (INR)
Capital Fund	11,46,120
Corpus Fund	50,00,000
General Fund	1,60,00,132
Unutilized Specific Funds	1,37,44,368
Provisions	54,62,030
Total	4,13,52,650

Our Auditors: Gunasheela and Associates, Chartered Accountants, Malleswaram, Bangalore

Outlook for 2025-26



Looking ahead: Building leadership, Scaling Impact



As Makkala Jagriti looks ahead, the year 2025–26 marks a pivotal step in our strategic roadmap of further growth. We have laid out a 5-year vision towards which we shall focus on strengthening the organization from within as well as scaling the reach and impact of our programs.

We are laying a strong emphasis on investing in people and leadership, building capacities and cultivating future leaders who shall sustain and scale our vision for every child's holistic development. We also look forward to evolving further as a thought leader and knowledge partner in the education sector, particularly in the area of holistic development for children and youth across diverse settings and age-groups. It shall be our endeavor to ensure that insights, tools, and practices are accessible to practitioners, policymakers, and communities alike.



In the space of early childhood education, we shall continue partnering with the Department of Women and Child Development at multiple levels to build the capacities within the system and institutionalize quality preschool practices in Anganwadis through structured training, resources, and digital content.

In government schools, we shall work with the Department of Education to embed holistic practices—assemblies, libraries, children's parliaments, and thematic learning days—through demonstration and capacity building.

In the unique and challenging space of Child Care Institutions, we shall continue to equip key functionaries through structured training and online resources that help create safe and conducive growth environments for children.

We will continue strengthening learning spaces for children and youth in communities, deepening local participation, nurturing role models, and moving closer to breaking the cycle of intergenerational poverty.

Together, these strategies reflect our commitment to systems change, leadership building, and evidence-based scaling, laying the foundation for a transformative decade ahead.





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