

Annual Report 2023-24



Awakening Leadership in Principals, Teachers and
Youth, *the Creatnet Way*



Preface

This was a year of growth and perseverance for Creatnet Education. We enhanced and scaled our programs, prioritizing research, analysis, and documentation. Our teacher and youth communities flourished through collaboration and collective learning, while our partnership with Delhi's SCERT strengthened principal development. The Primary Leadership Development Program (PLDP) expanded to all Municipal Corporation of Delhi (MCD) school principals, supported by retired educational leaders. Our dedicated volunteers and generous partners made this incredible impact possible. As our team continues to grow, we are excited for the journey ahead in 2024-25, focusing on both individual and collective development.

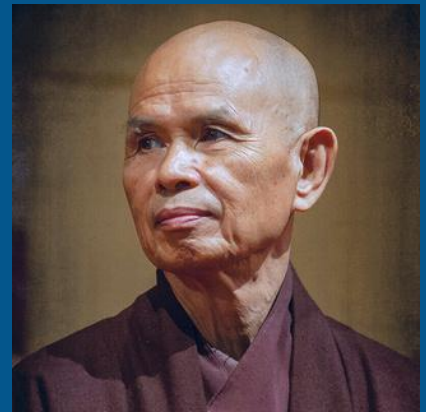


Our facilitator and facilitator developer from the Teacher Leaders Program (TLP) greet each other with a smile before beginning a *deep listening* activity.

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To flourish in our own practice and to support others, we need a **community**. In a community we practice together. The community is a garden full of many varieties of trees and flowers. Our practice is to see that we are a flower or a tree, or we are the whole garden as well, all **interconnected**.



Thich Nhat Hanh

From our Founder

Darshan's Message to our Readers

The synthesizing of the Creatnet Way has been the emergence of last year. This would serve India in discovering its educational leadership and contributing globally to enable the transformative shifts required in the organization of education.

Education's purpose requires it to be examined in the context of climate change and artificial intelligence. Globally, humanity requires an education that is anchored in self-awareness and interdependence. We require an education that is integral and this calls for systemic change.

On 15th Aug 2023 — India's 75th independence day and Sri Aurobindo's 150th birth anniversary — we introduced the Creatnet Way as an integral practice in homage to Sri Aurobindo who introduced the term Integral in the context of yoga and education.

Over the past year, Creatnet Education has stayed true to its purpose. Its outstanding leaders have catalyzed learning and leadership in communities by:

- Growing leadership from within the public education system, enabling systemic change.
- Organizing volunteer-led teacher education communities that support community schools that serve the underserved.
- Developing leaders as facilitators of youth and seeding the movement of self-led, lifelong learning communities

The executive team has grown to enable more than doubling the scale of impact - in serving the learning needs of educational leaders- within and beyond organisational settings.

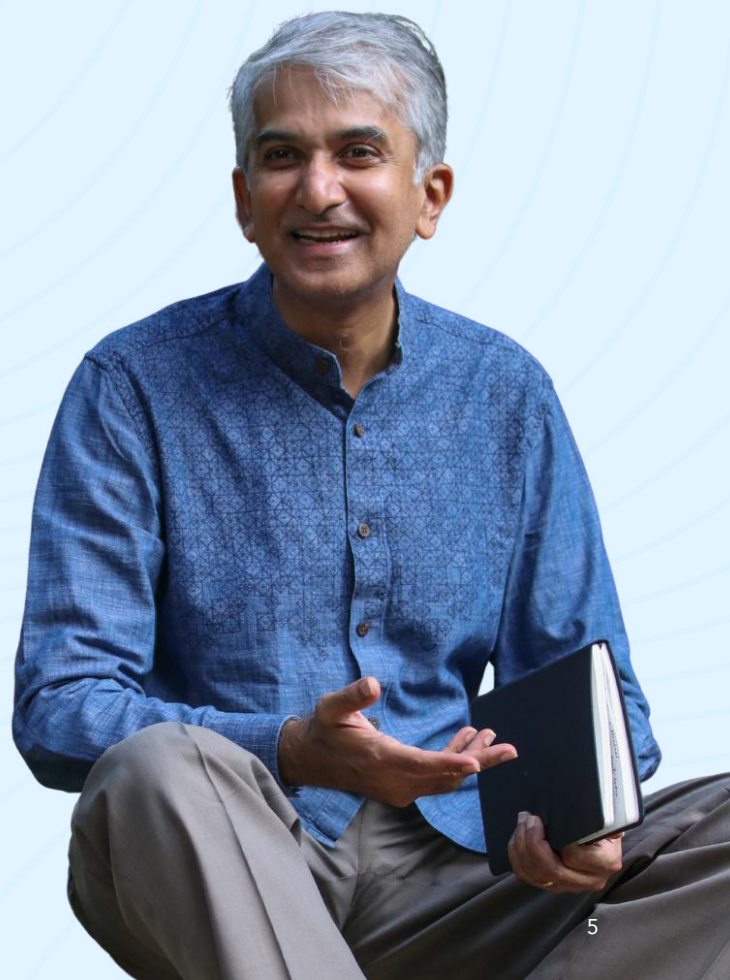
Gratitude to all the volunteer leaders and donor partners - who have quietly and selflessly given of themselves by practising the Creatnet way of organizing learning communities.

Darshan brings a unique blend of entrepreneurship, education, and conscious leadership. He has been closely involved in the learning and development of leaders in purpose-driven businesses, public education systems and non-profits for the past 30 years. His contributions to enterprise development of creative businesses span fashion, design, IT and premium brands.



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Darshan Bhat,
Founder, Creatnet Education, Creatnet Learning and Leadership, and Co-founder Creatnet Services Ltd



From our CEO

Hear from Jasmeet

2023-24 was a year that we at Creatnet Education dug in our heels and persevered. We did all our programs better and scaled them.

As you read the report, you will experience our first milestone, documenting our work—we prioritised analysis, research and documentation. Our newsletters this year, various research studies completed and more initiated, and analysis of various rounds of feedback, are evidence of capabilities that we are building in this direction.

The core team for the teacher community invested the first half of the year in restructuring and designing the modules, and operationalised in the second of the year while scaling the program. This community is especially significant as we work with teachers from partner organisations. The joy of building a collective and learning together comes through in every learning session I see.

Our youth community had a beautiful collaboration with the Heartfulness program to enable their youth leaders to become facilitators and take the work of the ashram forward to other youth. The stillness in the ashram connected with and inspired many in our team.

The government collaboration in Delhi with SCERT has been the cornerstone of our work with Principals. We built depth in our design and research to support the

development of Principals in the Department of Education (CLDP). It's a joy to see the volunteer principal facilitators within the system take the lead to support the growth of their peers.

Our youngest program with MCD school leaders in Delhi (PLDP), which was piloted in 2022 with roughly 580 principals, was scaled up to include all 1500 principals of MCD schools in Delhi. A team of Principals from the Department of Education who have been facilitators and retired, directed their energies into supporting their peers in MCD.

We could not have done this without our contributors and supporters. As you will find ahead, we were enriched this year by 21,876.5 hours of volunteer effort! We were equally supported by Wipro Foundation, Lal Foundation, Infoedge, Mynd Solutions, Think Design, CIAM, CSL and our individual contributors.

Our team more than doubled this year and I'm so excited to be on this journey with them in 2024-25. Here's looking forward to working on our inner and outer selves and supporting each other along the way!

Jasmeet Walia, the CEO of Creatnet Education, and co-founder of the Khel Khel Mein Foundation, brings 25 years of experience and is a Teach for India alumna. She joined CE in 2015 and has been spearheading impactful initiatives within government education systems and nurturing volunteer-led educational communities.

Jasmeet having a blast playing a game of *chidiya udd* with a group of TLP facilitators!



Our Work, Mission and Vision

About Us and Our Mission

Creatnet Education is dedicated to the holistic transformation of education systems and communities in India. Established in 2014, **our mission is to seed an evolution of consciousness, by awakening leaders as lifelong learners, who build learning communities that foster the growth of school leaders, teachers and youth.**

Our practice (not just theory!) of change emphasises the transformation of the self—both inner and outer—which expands to drive collective progress across communities, groups, schools, and entire systems. Our work spans two distinct spaces: government education systems and community-led initiatives.

Our partnerships with the government support transformative change in schools, where the school leader is the strategic lever of change. In Delhi, we collaborate with SCERT to develop school leaders in 2,500 government schools.

As for our community-led initiatives, our volunteer-driven youth and teacher communities provide crucial support to underserved populations.

Our Vision

Our vision is to see youth become self-driven learners & self-aware leaders, learning from each other in small groups, and consciously crafting their futures. **We envision a pedagogical shift in how learning happens in different educational contexts towards self-driven, small-group learning where the educator's role is to enable this through facilitation.** For our work with government education systems, we envision a system-led, contextualized, and highly scalable model of school growth and systemic change, where self-driven learning is enabled for all.



Students of Setu School,
Nithari Village, Noida



Hundreds of facilitator-leaders join the movement



Government Systems

223 Volunteer principal facilitators developed in Delhi

These volunteer facilitators oversee over 200 continuous learning communities for principals in Delhi government schools through our principal leadership programs in partnership with SCERT, the Directorate of Education (DoE) and the Municipal Corporation of Delhi (MCD). Together, our principal facilitators influence 82,000 teachers and impact 2.65 million students in Delhi's government schools.



Community-Led Initiatives

7 Volunteer teacher facilitators developed across 6 states

45

Community school teachers influenced

150

Community school students reached

11 Volunteer youth facilitators developed

Our integral way of living and working

The Creatnet Way

The Creatnet Way is experienced in practice. It is a practice of learning, leadership and organizing.

Learning is a practice of reflection, action and silence. A practice that integrates in silence. Leadership is a practice of listening, asking questions and managing (attention, active engagement and feedback loops). A practice that integrates in the contextual synthesis that provides vision, purpose and hope. Organising is a practice of learning and leadership in small groups. A practice that integrates individuals and collectives.

Learning is experienced as an emergence - a growth of mind, heart and ability to take required action according to nature. Leadership that is experienced as a presence of responsibility, trust and influence. Organisation that is experienced as a learning community with distributed leadership.

The Creatnet Way integrates learning, leadership and organisation in practice. The ability to pay attention and actively engage both with the inner and the outer is the distinguishing aspect of the Creatnet way. The inner is the world of beliefs, thoughts, feelings and ideas. The outer is the world of behaviour, objects and objectives.

It is this integration of the inner and outer that flows out as a creative expression and is experienced as a connection that constitutes the Creatnet Way.

Darshan provides the seed thoughts and ideas for Creatnet Way. In other articles, it has been contextualised to different scenarios, ranging from education to business, technology and arts. We endeavour to enable the germination of these seeds into many more ways of integral living that Sri Aurobindo envisaged and make the world a better place ready to take on future challenges.

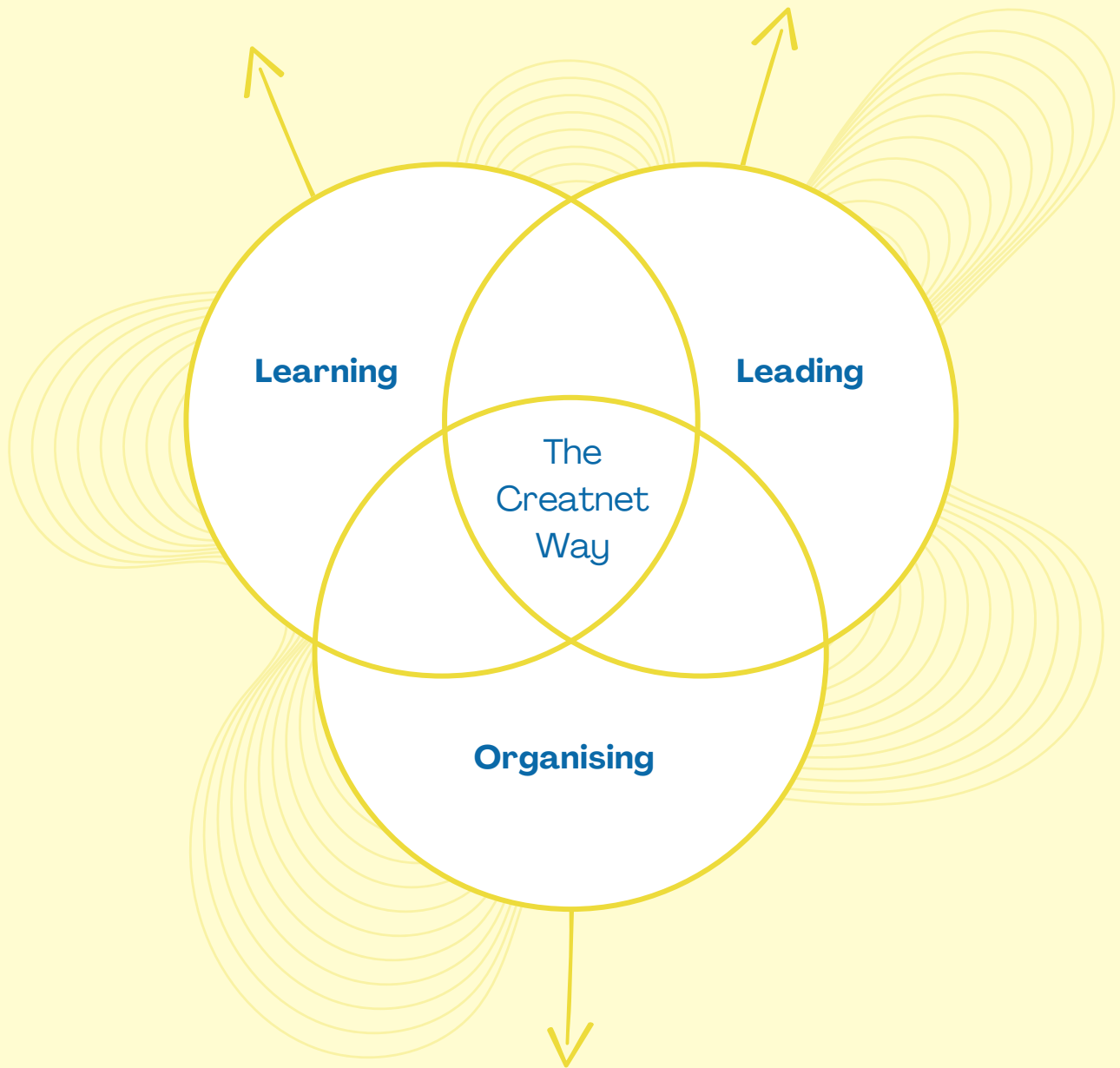


Learning as a practice of Reflection, Action and Silence

Experienced as Emergence.

Leadership as a practice of Facilitating Learning, Responsibility, Trust, and Hope

Experienced as Presence.

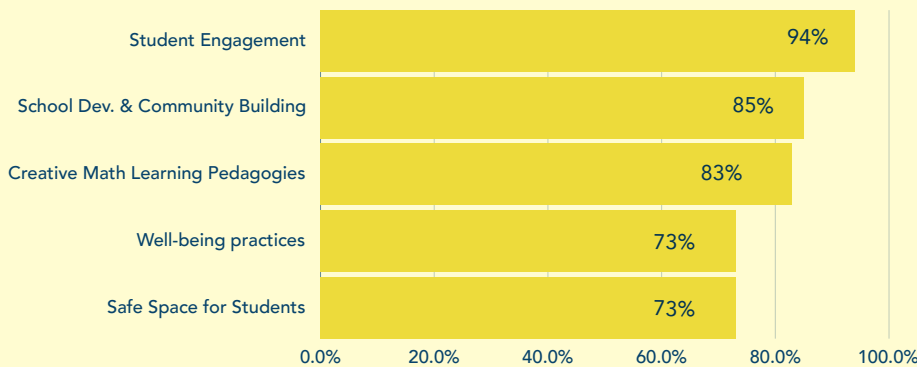


Organizing as a practice of Learning and Leadership in Interconnected small groups.

Experienced as Community.

Developing Principal Leadership in Delhi’s Directorate of Education (DoE) Schools

Qualitative Shifts in Principals



% of Principals out of 726 respondents who adopted the respective practices

Source: [CLDP Research Report 2023-24](#)

Scan the QR code on the last page to know more

"I was able to remain a little bit cool and calm during my work. I could enjoy appreciation more than criticism. I made a team of positive staff who helped me to run my school more efficiently. I am working as a senior rather than a boss most of the time."

Poonam Manocha, HoS and CLDP Facilitator

"I learned to connect with the self. Learn to listen carefully, empathetically, and emotionally."

Harpal Singh, HoS and CLDP Facilitator

Formally initiated in 2014 in partnership with SCERT Delhi, the Cluster Leadership Development Program (CLDP) is system-wide, enabling principals of Delhi’s DoE schools to become transformational school leaders equipped to balance administrative and academic responsibilities, creating holistic environments for teachers and students.

Through the Creatnet Way, CLDP promotes "distributed leadership" and continuous learning, building volunteer-led professional learning communities for principals, and evolving Delhi’s education system from within. It focuses on self, operational, instructional, and systemic leadership skills.

The professional learning communities, called "clusters", are maintained as small groups of 10-12 principals to optimize learning and relationship building. Each cluster is led by a volunteer principal, carefully selected as a facilitator, who creates a non-hierarchical, reflective learning space for their peers.

Areas of Focus in 2023-24

- **Self:** Prioritizing self-management by understanding and managing stress.

- **Pedagogy:** The department concentrated on the historical issue of math performance this year, with CLDP providing support through a school leadership focus.
- **Role:** Proficiency in assessing the school, establishing school goals, and implementing actions to achieve them.
- **System:** Harmonizing with other existing government initiatives.

Shifts in Principals’ Actions and Being

Principals adopted practices for self-management and stress management, improved student engagement by enhancing attendance and creating leadership opportunities, and addressed exam fear through interactions. [Shaala Siddhi](#) recognized management strengths as principals set school goals, addressed attendance, and engaged with the community.

They also tackled adolescent challenges, creating stress-free environments, and implemented creative strategies for teaching math, such as Ganit Charcha and gamification.

Program Timeline 2023-24

Apr - Jun 2023	Jul 2023 - Jan 2024	Feb 2024	Mar 2024	Apr 2024
Facilitator Selection & Development	Core and Cluster Sessions	Annual Research Study on Learnings	Annual Review Meeting by SCERT	CLDP Report 2023-24
Goal setting with the selected facilitators and a facilitator development offsite.	On Understanding Resilience, Math Pedagogy and School Assessment, and Adolescence and Exam Preparation.	By principals of CLDP	Organised by SCERT in presence of DDEs and TDCs.	Research report drafted on impact analysis of CLDP in 2023-24.

The Year's Highlights

- **CLDP Offsite in Nainital Organised by SCERT:** Focused on self-connection, pedagogical development, NEP, climate crisis, and school psychological safety.
- **Collaboration with Aavishkaar:** Critical in enhancing math pedagogy this year through activity-based lessons, with co-created sessions for principals.
- **Involving Teacher Development Coordinators:** This brought valuable classroom perspectives to the table. Their presence at cluster sessions diversified problem-solving approaches and enriched discussions. This cross-pollination helped principals create a unified vision for school improvement.



At the Annual CLDP Facilitator Development Offsite in Nainital



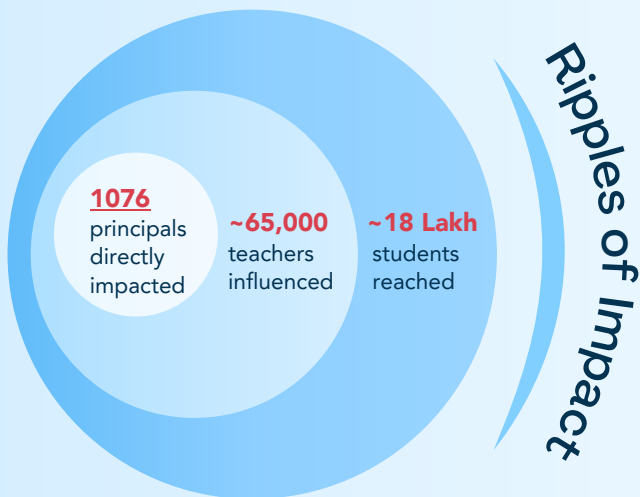


In this picture, a Block Resource Person (BRP) and a CLDP principal facilitator use questions to explore their challenges. By listening to each other, they gain new perspectives which translate into actionable strategies within schools.

The Drop



3 Creatnet Education team members and 15 volunteer facilitator developers led the development of all the 1076 principals in DoE.



Program Indicators



15

Volunteer facilitator developers developed



117

Principal facilitators developed



~4200

classroom & teacher observations conducted



Now, imagine the impact of 30 facilitator developers!



66 hrs

Of unique sessions designed



~2800 hrs

Of cluster sessions held



9.06/10

Avg session usefulness score

The Feedback Loop in Action Learnings for the Next Year

Through comprehensive feedback mechanisms, including post-session surveys, and in-depth research reports, we identified key areas for improvement and learning for future training cycles. The desire for leadership development training tailored to specific challenges faced by principals and Deputy Directors of Education, a focus on building administrative capacity, a preference for shorter, more efficient training sessions, and increased collaboration between the Primary and Cluster Leadership Development Programs were critical needs that emerged.

By addressing these needs, future training cycles aim to enhance leadership effectiveness, equip educators with administrative skills and foster a more integrated approach to school leadership development.



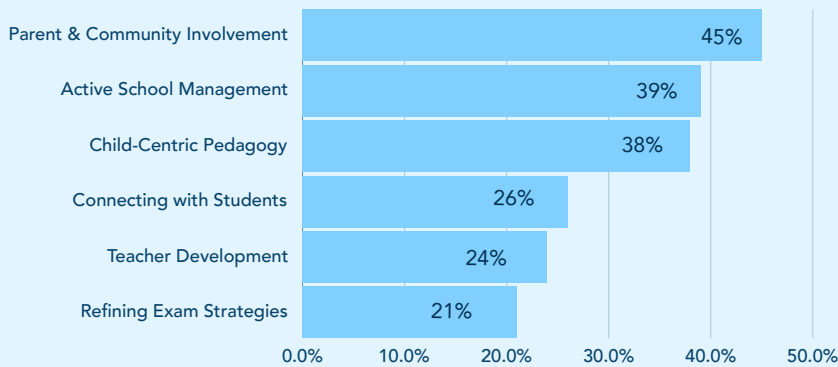
A CLDP facilitator observing a class and discussing exam readiness with students.



Sarita Batra ma'am (facilitator) sharing proven exam preparedness strategies.

A Transformational Year for Delhi Government’s Primary School Principals

Shifts in Principals’ Actions and Being



% of Principals out of 411 respondents who adopted the respective practices

Source: [PLDP Annual Report 2023-24](#)



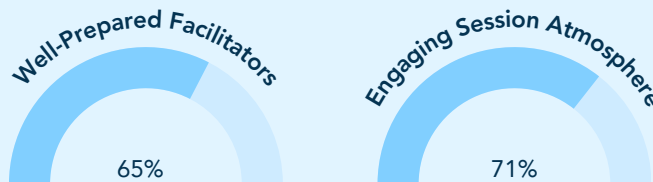
Notes from the annual offsite

“As principals, we think we know a lot. But during our discussions, we realised that there’s a lot we need to work on - listening, planning etc. A lot of ideas emerged through our discussions during the facilitation practice session and we want to take them back to our schools.”

R B Sharma
Principal, Rohini, New Delhi

Cluster Session Observations

Insights from observers on the 66 cluster sessions observed in February 2024.



Source: [PLDP Annual Report 2023-24](#)

Scan the QR code on the last page to know more



Notes from the cluster sessions

“I realised that my group and I were one and that we faced similar challenges. I felt a good connection grow between us. As a facilitator, this is a space of growth for me.”

Savita Arora
Principal, Mayur Vihar, New Delhi

In 2022, PLDP piloted for principals across 4 MCD zones. Within a year, the program was extended by SCERT and MCD to cover all 12 MCD zones. By February 2024, each newly constituted principal community had their first cluster session!

The Primary Leadership Development Program (PLDP) serves the principals of the Municipal Corporation of Delhi’s (MCD) government primary schools. The program builds on an existing collaboration with SCERT to also include the MCD. PLDP is designed to meet the contextual needs of primary school leaders in Delhi and consistently focuses on foundational learning.

Areas of Focus in 2023–24

- **Self:** Focus on self-awareness and one’s identity as an educational leader.
- **Pedagogy:** Improving principals’ attention towards classrooms.
- **Role:** Relationship building with teachers and engaging the community to support the school through various initiatives. Proficiency in assessing the school, establishing school goals, and implementing actions to achieve them.

Program Timeline 2023-24



The Year's Highlights

- PLDP was extended to the remaining 8 MCD zones and now covers all 1578 MCD schools in Delhi.
- 102 volunteer principals (64.2% female) were newly selected as facilitators for PLDP.
- The PLDP Facilitator Development **Offsite in Jim Corbett** organised by SCERT saw 100+ principal facilitators developing facilitation skills and principal competencies. Each facilitator got a chance to practice facilitating a session and received authentic feedback.





The Part and the Whole

Small groups of 10 principals led by a facilitator are part of the larger whole — hundreds of such small groups led with care by 106 principal facilitators!

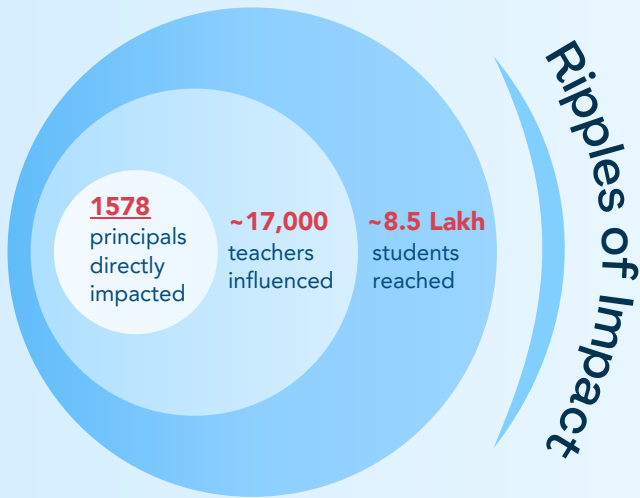
These 106 leaders are pictured below.



PLDP facilitators at the Annual PLDP Facilitator Development Offsite in Jim Corbett (December 2023) organised by SCERT.

The Drop

3 Creatnet Education team members and 16 volunteer facilitator developers led the development of all the 1578 principals in MCD.



Program Indicators



16

Volunteer facilitator developers developed



106

Principal facilitators developed



2185

Classroom observations conducted by principals



With 32 facilitator developers, we could develop 210+ leaders in the system!



100 hrs

Of unique sessions designed



~1400 hrs

Of sessions held



8.66/10

Avg session usefulness score

Ears to the Ground

Program Design Developments

While working with the system, we identified several challenges and integrated them into our program design.

- **Importance of Data:** Recognizing that most tasks now require online work, we included a session to emphasize the importance of data. Previously, our principals, accustomed to offline methods, struggled with online data sharing. This session has helped them understand and meet departmental data requests effectively.
- **Community Support:** Noting the limited resources available to principals and the Municipal Corporation of Delhi (MCD), we designed our program to highlight how community support can fulfil school needs.



Principals smiling from ear to ear post an activity during a cluster session.



PLDP facilitators synthesising their learnings as a group during the offsite in Jim Corbett.

Enabling Teacher-Leaders to Integrate Fun, Freedom and Love into Learning

The role of an educator has transformed from that of a teacher delivering content to a facilitator enabling knowledge creation. The Teacher Leaders Program (TLP) is a community program, directly linked to the emerging needs of this role. NEP 2020 envisages the pedagogy of 21st-century classrooms to be more experiential, integrated, inquiry-driven, discovery-oriented, discussion-based, project-based, arts-based, sports-based, and activity-based. NEP 2020 also emphasizes the importance of self-aware teachers who are part of a professional learning community in transforming the education system.

Launched in 2015, TLP builds learning communities for educators across India. By imparting facilitation skills to educators, TLP enables them to grow as facilitators who integrate inquiry, discussion, fun, freedom and love with classroom learning. This is experienced by students as *emergences*, i.e. discoveries, from hands-on learning led by a self-aware teacher-facilitator who is connected with the class.

The year-long program’s curriculum takes community-based teachers on an inner and outer journey of becoming self-aware and enhancing teaching-learning competencies. It explores awareness of the self, group and class, creating a culture of learning together, creating conducive learning environments, and strengthening class pedagogy and learning. Our volunteer team of experienced facilitator developers facilitate the program.

“The program motivated me to pursue teaching, and I feel fulfilled when helping others and creating a positive learning environment.”

Aleena Narmeen, Teacher, Monarch Public School, Hyderabad

Netra’s Teacher Group in Hyderabad



Shifts in Teachers’ Pedagogy and Being

Rachna and Sukhmani’s Teacher Group



Rachna and Sukhmani are TLP Facilitators (4th cohort) part of Learning by Locals (LBL), New Delhi

“I now use the anchor technique often in different situations. It helps me calm myself and reflect on my actions.”

Sunny, Teacher at LBL

Manzil’s Teacher Group



“Earlier, I did not make connections with my students. I now work on building connections with them, giving them space to express themselves.”

Nakul, Teacher at Manzil

This is Netra Deshmukh, TLP Facilitator, 4th cohort.

Fun fact: Netra is now a facilitator developer for the 5th TLP cohort!

Shifts in TLP Facilitators



"One of the highlights was our journey to Rishikesh for the offsite, where we built connections and learned from each other. I realized facilitation is a skill everyone can use in daily interactions."

Sweta Arora, Teacher at Aavishkaar, Palampur (5th Cohort)



"On active listening deepening group connection: I understood how important active listening is because when we listen actively and deeply, we're able to effectively synthesise our companion's thoughts. This is the path to an improved connection between us in the group."

Ashish Sharma, Teacher at Akanksha Foundation, Nagpur (5th Cohort)

Netra's Epic Evolution!

Netra went from a teacher to a facilitator in cohort 4, then grew to an FD for cohort 5 - all in a few years! And here she is with the facilitator group she's guiding from cohort 5!



"After experiencing TLP, I can connect better with my children and give them an exploring, non-judgmental and safe space for learning. I practise mindful listening to connect with children, ask relevant questions and give clearer instructions."

Netra Deshmukh, TLP Facilitator and FD, Monarch Public School Hyderabad

The Year's Highlights

- Partnered with 6 schools and organisations across 6 different states for cohort 4.
- Kicked off cohort 5, 2024-25 with 38 facilitators across 14 organisations and 10 states.

Program Design Developments

- Revamped the program to begin with a 3-day facilitator development offsite followed by 3 shorter 3-month modules.
- Introduced TWeekly an online weekly teachers' circle for continuous learning and connection with the larger educator community in India.

Cohort 4 Program Indicators



7
Teacher facilitators developed out of 15



45 + 150
Teachers + students indirectly impacted



2
Facilitator developers gained from the cohort



The cycle of learning and leadership; the facilitator becomes the developer!



75 hrs
Of unique sessions designed



300 hrs
Of community sessions held



8.5/10
Net promoter score



TWeekly

A Learning Circle for Educators



It's a balanced space with no pressure, promoting care, compassion, and agency.

TWeekly community member

TWeekly is a weekly learning circle for teachers born in 2023, completely owned by its passionate members. This close-knit community provides a newcomer-friendly, non-judgemental, non-hierarchical space that emphasizes listening, connection, self-exploration, and group inquiry. It is a place where educators can thrive and evolve in their practice.

During the inaugural year of TWeekly, the community delved into topics that included boosting self-esteem, setting classroom goals, implementing mindful classroom management techniques, and prioritizing self-care. One of the highlights was a spirited discussion centered around the beloved book "Totto-Chan: The Little Girl at the Window" by the inspiring author Tetsuko Kuroyanagi.

Peeking into TWeekly

TWeekly sessions begin with a guided silence practice followed by connection time through random pairing, introductions, and energizers. There is time dedicated to exploration (through discussions, reflective questions, and video analysis), creative expression (through poetry, music, and art) and finally, exposure, via reading and discussing relevant materials.

The impact of teachers' language on classrooms, with Abhishek Das



Scan the QR code on the last page to watch

The questions below arose during one of the TWeekly meetings and we offer them to you for your reflection. Try answering these questions with images and picture yourself as you reflect:

How do I see myself?

How do others see me?

How would I like others to see me?

Enabling Young Leaders to Craft Their Futures Consciously, With Integrity

Our youth face immense challenges in both their inner and outer worlds — emotional upheavals, body image issues, self-judgement, academic pressures, relationships, conflict with parents, balancing academics with extracurriculars, and social media distractions. Many are unsure about their paths and question the value they derive from their education. Since 2012, the Young Leaders Program (YLP) has been transforming how education is imparted and addresses the urgent needs of teenagers and youth head-on.

The program’s framework helps teens and youth understand themselves (their strengths, values, interests, and motivations), learn to work and live harmoniously with others, identify the right type of work for their future, and master the skills of goal-setting, planning, and achieving their objectives. Facilitators guide small groups of students, fostering an environment of peer learning and the practice of action, reflection, and silence.

Students grow as a community of lifelong learners and future leaders, prepared to turn challenges into opportunities, make conscious choices, and lead with awareness and integrity.

The Year’s Highlights

We partnered with Heartfulness to enhance over 200 facilitators' skills at Heartful Campus through an Art of Facilitation workshop led by founder Darshan Bhat and the facilitator development team at Kanha Shantivanam in Hyderabad from August 18th to 20th. These facilitators will go on to impact youth growing mindfully with Heartfulness.




A large group photo of the facilitators who attended the Art of Facilitation Workshop in Hyderabad



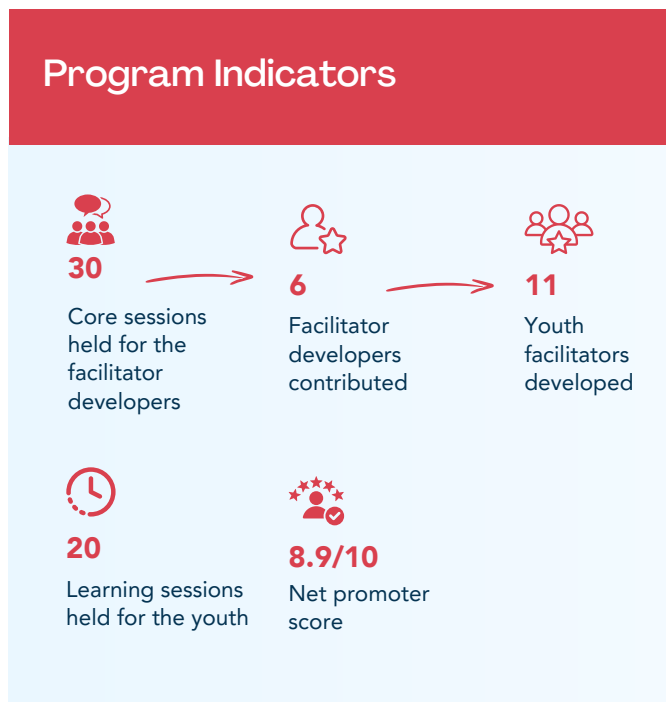
Darshan addresses the Heartfulness' facilitators at the 3-day workshop in Hyderabad

Scan the QR code on the last page to know more

Stories of Youth Leadership

 I was an introvert with very bad communication skills. My communication skills improved due to the YLP sessions. I got my first job as an assistant professor by giving a very confident performance in the interview. Further, I had to teach B.Tech students, I could do it simply because I had facilitated other students at YLP. Also, I cracked many PhD positions in different IITs and in European colleges by doing good in interviews. Nitish*, from Hyderabad

*Name has been changed.



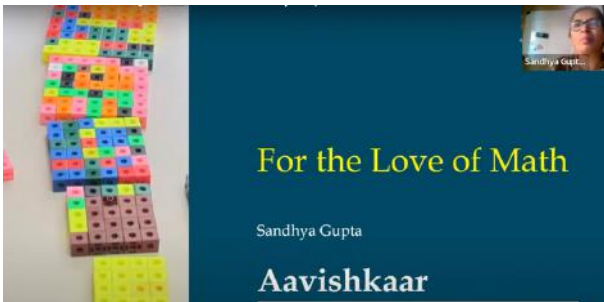
Our Events for NGOs, Educators & Learners

SharEd is our flagship event series that consistently attracts exceptional speakers and a growing community of principals, educators, teachers, academics, students and NGO.

SharEd for Planet was initiated in 2021 and serves as a green learning circle where people can support and educate each other about living and working sustainably.

SharEd for Educators was Launched!

In 2023, we initiated SharEd for Educators as a platform for and by educators with curated events to bring together ideas and practices on education. It emphasizes actionable ideas that have been tested and scaled, addressing the current educational challenges.



Sandhya Gupta, Founder of Aavishkaar, held a beautiful session on teaching and learning math.

SharEd in Numbers



13

events, a new speaker every month!



905

participants till date!

The Volunteer Team



From L-R and top to bottom: Aafiya Hamid (Research Scholar), Jyoti Dhingra (Mentor Teacher, DoE), Nari Kamakshi (Creatnet Education), Netra Deshmukh (Teacher and TLP Facilitator Developer), Poonam Anand (Retired principal and PLDP Facilitator Developer) and Subhangi Charchit (Environmental Activist).

Speaker Spotlight



From L-R and top to bottom: Abhishek Dass (Founder, Study Labs), Aditi Sharma & Jigisha Maheta (Goonj Disaster Management Group), Ashish Kumar Tiwari (Co-founder, Creativity Adda), Karan Patel (Founder of Aavishkaar), Kuldeep Sirkarwar (Partnership Manager, Had Anhad), Leela Gour Broome (renowned children's author), Monal Singh (Park Naturalist, Kishan Bagh Sand Dune Park), Pragati Chaswal (Founder, SowGood Foundation), Sandhya Gupta (Founder, Aavishkaar), Shubhi Kesarwani (Founder of GuruJal), Vasuki Iyengar (Founder of Soil and Health, Member of SWMRT), Veena Seethepalli (Member of FEAST, Storyteller), Vishal (Founder Eco Hut and Jugaad Garage).

Watch SharEd's livestreams by scanning the QR code on the last page

Revitalized Research

Cretnet Education's (CE) research team is dedicated to evidence-based program design and implementation. Our vision is to build the capacity of our team members and the entire leadership community to produce contextual knowledge.

CE has a track record of consistently adopting research-backed design and revisiting our program design regularly.

The Cluster Leadership Development Program (CLDP) has been studied by Collaborative Research and Dissemination (CORD) in 2021, and DIET Keshavpuram (2021-22). Additionally, our research team prepared the CLDP Annual Report 2023-24, highlighting success stories and improvement areas.

In a first for the organisation, Dr. Rahul Mukhopadhyay, a professor at Azim Premji University (APU) is mentoring our research team — a partnership enabled by Wipro Foundation. We are thrilled to collaborate with him to design the baseline study on school leadership in MCD schools (1575 schools) in Delhi for the year 2024-25. This study can be instrumental in building CE's in-house research culture and addressing the research gap in the South Asian context.

From L-R: Jasmeet Walia, Mohita Jaiswal, Dr. Rahul Mukhopadhyay (APU), Dr. Gulab Singh, Vivek Dixit and Sree Kumar
While Vivek is not part of the research team, he was happy to pose for the picture!



The *fabLED* International Community

As the name suggests, this is a group of **seven *fabulous leaders dedicated to consistently exploring and innovating the future of education*** through collaborative discussions and joint projects. The group's focus on "Organizations as learning communities and learning communities as organizations" resulted in creating two podcasts and co-leading a workshop at the 2023 ENIRDELM Conference in Turkey.

Since 2023, the *fabLED* international community has been voluntarily meeting online, every Tuesday, to inquire, reflect, and share educational practices and ideas from different parts of the world.

Creations and Achievements

- A cross-learning session with a music educator from Tunisia and guests from Manzil Mystics & Slam Out Loud.

- We supported the presentation of research on NEP implementation in two Delhi government schools by Radhika, a master's student from JYU.
- We identified four further research topics for the group: 1) self-awareness in education, 2) organizing communities, 3) building communities within organizations, and 4) technology in education.



Podcast:
Mika Risku of University of Jyväskylä, Finland, and our co-founder Darshan Bhat talk about the future of education.

Scan the QR code on the last page to listen



Darshan Bhat,
Co-founder, Creatnet
Education



Jussi Simolin,
Innoduel



Kathy Edersheim,
Impatrix, USA



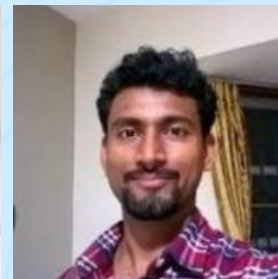
Mika Risku,
JYU Finland



Mohita Jaiswal,
Design Lead,
Creatnet Education



Samuel Madtha,
JYU Finland



Vijay Sankaran,
Creatnet Education

The Annual August 15th Event

On Independence Day, August 15th, the Creatnet group gathered leaders from various sectors, including businesses, non-profits, and education systems, to envision the next 25 years through the lens of learning and leadership.

The event explored the challenges of aligning education with real-life experiences and the increasing focus on wellness in workplaces.

Discussions highlighted the importance of empathy, compassion, and the courage to take risks in navigating a future shaped by technology and climate change.

The event concluded with a hopeful outlook, emphasizing the importance of intergenerational collaboration and creating environments where learning leads to true freedom.



Influencing change through collaboration



ENIRDELM'23, CONFERENCE IN ANTALYA, TURKEY

12 COUNTRIES, 1 GOAL
LEARNING TOGETHER
Inclusive leadership in Education

ENIRDELM '23 Conference, Turkey

Our Program Design lead Mohita Jaiswal hosted a workshop at the [2023 ENIRDELM conference](#) that brought together academics, practitioners, policymakers, and educators to explore how educational leadership can foster inclusivity amid global immigration challenges.



Policy Forum by Jindal School of Government and Public Policy

[Discussing Learnings](#) from our Teacher Leaders Program and the path to developing teacher leadership in public education, our CEO Jasmeet joined Anjela Taneja, from Oxfam International at the JSPG's Policy Forum.



Teach for India HM Conference

The [conference](#) focused on addressing school-level issues. Jasmeet facilitated a collaborative problem-solving session where Heads of Schools brainstormed solutions for challenges like student safety, attendance, or operations based on the conference theme.

Teach for India City Conference

We presented at Teach For India's city conference in October 2023, discussing our impact on Indian education with TFI Fellows. Topics included challenges in public education, fostering lifelong learners, collaborative learning communities, and positive effects on school stakeholders. The session featured a Q&A and explored potential collaborations with the fellows.



Global Spirituality Mahotsav 2024 by Heartfulness

During the Global Spirituality Mahotsav in Kanha Shanti Vanam, Hyderabad, our founder Darshan Bhat participated in a panel focusing on Thought Leadership in Spirituality and its relevance for organizations.

Partners and Organisers



Scan the QR code on the last page to know more

Celebrating our Facilitator Developers!

Our 38 facilitator developers (FDs) have voluntarily contributed 5,011.5 hours to the learning and leadership journeys of our facilitators — a priceless gift.



Dr. Anil Kumar Teotia



Anita Singh



Dr. Bhagwati Prasad Dhyani



Dr. C S Verma



Harish Kumar



Dr. Khaleeq Ahmad



Dr. L N Joshi



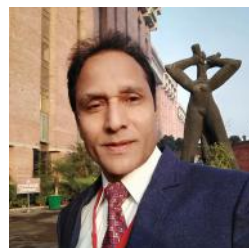
Mamta Saluja



Parvinder Kumar



P. D. Sharma



Rakesh Semalty



Ranjana Budhiraja



Ritu Singhal



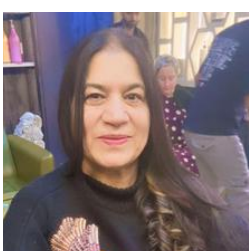
Sanjay Subhas Kumar



Sayyed Ahmed



Mahabir Singh Negi



Neelam Jasra



Neeraj Kalra



P.K Gupta



Poonam Anand

As partners who anchor our programs, our FDs are motivated by a commitment to give back and the conviction that leadership competencies can be nurtured in individuals. They generously volunteer their time and expertise to mentor hundreds of facilitators who go on to impact thousands of educators and youth!



Poonam Khanna



Sangita Shil



Dr. Shalini



Shruti Mushran



Sita Visweswaran



Sunita Bhargava



Vijaylaxmi Parihar



Ashima Sanghvi



Neha Makin Puri



Netra Deshmukh



Rajni Baluni



Vasudha Kapoor



Amrish Shyam



Devika Harish



Kaushlendra Pratap Singh



Kritika Krishna



Manish Tribhuvan



Suma E P

- Cluster Leadership Development Program (CLDP)
- Primary Leadership Development Program (PLDP)
- Teacher Leaders Program (TLP)
- Young Leaders Program (YLP)



Gratitude for our volunteer facilitators and leaders

We are privileged to work alongside 241 principal, teacher, and youth facilitators who have collectively contributed 16,865 hours to guide the learning and growth of their peers. Their leadership is reshaping schools and transforming the classroom learning experience!





Volunteer Contributions and Financials

Key Highlights

21,876.5 volunteer hours

contributed by volunteer facilitators and facilitator developers.

That's 2.5 years contributed by 262 leaders, an average of 87 hours per individual — try putting a price on that!



93.8%

Towards government programs

6.2% — 1357.5 hours!

Towards community-led Initiatives

Key Financial Highlights

₹ 1,02,75,860

received in financial contributions.



56.6%
Individuals



41.7%
CSR



1.7%
Retail



42.3%

Spent on government programs



16.4%

Spent on community-led Initiatives



14.7%

Towards ongoing improvements in technology



14.7%

Innovation and contingency fund



11.8%

Admin and capital expenses



Thanking our wonderful contributors & partners!



infoedge



Meet the Leadership Team



Darshan Bhat

Founder Director, Creatnet Education, Creatnet Learning and Leadership, and Co-founder, Creatnet Services Ltd

Darshan Bhat brings a unique blend of entrepreneurship, education, and conscious leadership, influencing leadership and learning development for over 30 years. Darshan believes in transforming education to be conscious, lifelong, integrated, interdisciplinary, and learner-driven. He focuses on developing self-driven leaders as facilitators for volunteer-led learning communities. He invests time in developing leaders and also coaches growth-stage entrepreneurs of purpose-driven organizations.



Meenakshi Sharma

Co-founder, Creatnet Education and Ex-Deputy Director-Education, DAV Schools

Meenakshi Sharma, formerly Deputy Director-Education has planned, organized and conducted more than a hundred educational programs for teachers, principals, parents and students in her almost twenty years' tenure at the DAV Organization. Meenakshi ji was pivotal in identifying the right individuals and leaders within Delhi's education system who further put together our first principal learning community in Delhi! She enjoys writing stories and poems for small children. Her passion for energizing the learning environment in schools is immense.



Ravi Gulati

Advisor, Ex-Board Member, Creatnet Education and Co-founder, Manzil, Youth Collective

Ravi Gulati is an esteemed advisor to Creatnet Education with a rich background in education and youth development. His journey spans over two decades, dedicated to fostering learning and empowerment among children, youth, and educators. He co-founded Manzil Welfare Society in 1998 and has inspired the creation of several other organisations. In 2014, Ravi was involved in the SCERT Principal Program for over 1000 Directorate of Education schools in Delhi and co-led the Teacher Leaders Program.



Jasmeet Walia

CEO, Creatnet Education and Co-founder, Khel Khel Mein

Jasmeet Walia has 25 years of experience, six of which are in the corporate sector, and holds a Master's Degree in International Business from Symbiosis, Pune. During her time as a Teach for India fellow in Delhi MCD schools, she co-founded the Khel Khel Mein Foundation, aimed at creating and establishing a self-sustainable sports model in schools and communities. Jasmeet joined CE in 2015 to support the systems work with the principals and teachers. She grew as a facilitator and formally took over as the CEO in 2022. She now leads the work with government education systems.



Our Management Team
**We've grown
 twice in size!**



Row-wise:
 Dr Gulab Singh Sharma, Nari Kamakshi,
 Mohd. Jan-e-Alam, Mohita Jaiswal,
 Nidhi Rao, Ritika Anil,
 Sree Kumar and Vivek Dixit.



We began the year with 4 team members
 and expanded to 9!

Alam and Vivek have strengthened our
 government program operations in Delhi.
 Nidhi leads our community-led initiatives.
 Ritika leads branding and communications,
 and supports in fundraising. Finally, Sree
 leads CE's revitalized research endeavours.

As for our older team members, Gulab sir
 leads government partnerships, Kamakshi
 leads PLDP and Mohita leads program
 design and TLP.



The Essential Creatnet Glossary



★ Creatnet Way

An Integral way, connecting inner with the outer, part with the whole. The Creatnet way is experienced in practice.

- Learning as a practice of Reflection, Action and Silence. Experienced as Emergence.
- Leadership as a practice of Facilitating Learning, Responsibility, Trust, and Hope. Experienced as Presence.
- Organizing as a practice of Learning and Leadership in Interconnected small groups. Experienced as Community.

★ RAS - Reflection, Action, Silence

RAS is our practice of learning. We learn by reflecting on what we are being and doing, acting on our goals and learnings, and being silent to observe our thoughts, feelings, sensations and body.

C

Cluster

A cluster is a small group of 10-12 government school principals who lead schools in a specific geographic area. Each cluster is led by a volunteer principal facilitator. When the cluster meets, we call it a cluster session.

d

Distributed Leadership

Leadership responsibilities are shared among various individuals rather than being centralized with one person. This approach empowers teachers, staff, and even students to take on leadership roles, contributing to decision-making and school improvement.

f

Facilitation, Facilitator, Facilitator Developer

Facilitation is different from teaching and is a practice of listening, asking questions, connecting, managing groups and creating a feedback loop to enable learning. Facilitators are leaders managing the group's learning through facilitation. Facilitator developers hone facilitation skills in others and nurture facilitators.

i

Inner

The inner is the world of beliefs, thoughts, feelings and ideas.

O

Outer

The outer is the world of behaviours and objectives.

p

Part

In the context of the universe, the galaxies are a part. In the case of an education system, schools are a part, and so is each principal, teacher and student.

W

Whole

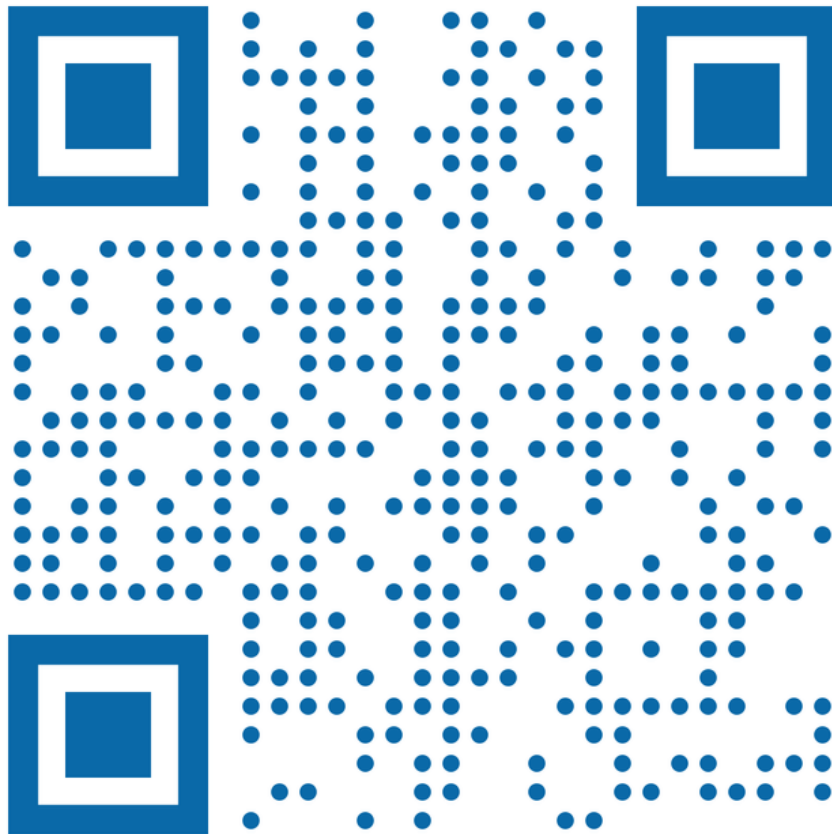
When we zoom out, we see interconnections - the bigger collectives or the whole we are an integral part of. If principals, teachers and students are each a part, then the school is the whole. At the same time, as individuals, we are each whole and also part of our team, organisation or community.

“To understand life is to
understand ourselves, and that
is both the beginning and the
end of education.”

Jiddu Krishnamurti,
Education and the Significance of Life



Scan to access resources
linked to our Annual Report





Scan to access resources linked to the report

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