

Monthly Musing

FEBRUARY-2026 EDITION

Welcome To Nss's World!

Welcome to Neev Shikshan Sanstha's Newsletter, your go-to source for our monthly activities and news. We're thrilled to have you on board! At the end of the newsletter, we have a small request from you, so please read it till the end. As always, we love hearing from you, so feel free to reach out with any questions or feedback. Enjoy the read!

Pages Of Progress



- Pankhikriti Takes the Spotlight at MSU
- Unlocking Higher-Order Thinking in the Classroom
- When Teachers Hit the Refresh Button
- The Building Blocks of Learning
- Toy Topia
- Two Changemakers Bridging Missions
- Collab Team Meet
- From Field Insights to Future Plans
- Adakodadko
- Diwadi ben workshop Bardoli
- Monthly Insights of Urban Zone
- Where Small Acts of Love Bring Big Smiles
- When Curiosity Meets Words

Monthly quote

“PLAY IS NOT A **LUXURY**, IT IS A NECESSITY FOR **LEARNING**.”

-CAROLINE PRATT (AMERICAN PROGRESSIVE EDUCATOR)



Upcoming Event/Interesting Facts

- Women's Day
- Team Retreat
- End of the Year(EOY) assessment of Children

• Did you know?

Friedrich Fröbel a German educator known as the creator of the kindergarten concept, created special play materials called “Froebel Gifts” to teach shapes and patterns.

Messages from Mentor

/teacher/NSS member

“મારું નામ પરુલ શાહ છે. હું રામદેવનગર 16 આંગણવાડીમાં વર્કર તરીકે કામ કરું છું. મારી આંગણવાડીમાં હાલમાં 45 બાળકો આવે છે અને હું છેલ્લા 30 વર્ષથી આંગણવાડીમાં કામ કરું છું. પહેલાં હું બાળકોને સામાન્ય પ્રવૃત્તિઓ કરાવતી હતી, જેમ કે બાળગીત અને બાળવાર્તા. તે પ્રવૃત્તિઓ સારી હતી, પરંતુ જ્યારે Neev Shikshan Sanstha દ્વારા તાલીમ મળી, ત્યારથી બાળકોને પ્રવૃત્તિ કરાવવી વધુ સરળ અને અસરકારક બની છે. ખાસ કરીને “ગપશપ” પ્રવૃત્તિથી બાળકોમાં મોટો ફેરફાર જોવા મળ્યો છે. પહેલાં ઘણા બાળકો બોલતા નહોતા, પરંતુ હવે તેઓ જાતે પ્રશ્નો બનાવતા શીખ્યા છે, નવા શબ્દો બનાવતા શીખ્યા છે અને આત્મવિશ્વાસથી બોલવા લાગ્યા છે. તેમને આ પ્રવૃત્તિ ખૂબ ગમે છે. જ્યારે હું ગપશપ પ્રવૃત્તિ કરાવું છું ત્યારે બધા બાળકો ખુશ થઈ જાય છે અને દરેક બાળક એક સાથે બોલવા ઉત્સુક રહે છે. હવે શીખવાનું વાતાવરણ વધુ આનંદમય અને સક્રિય બની ગયું છે”

Parul Shah has been serving at Ramdevnagar 16 Anganwadi for the past 30 years, where 45 children are currently enrolled. After receiving training from Neev Shikshan Sanstha, she observed a remarkable transformation in children's confidence and participation. Through the “Gupshup” activity, children now create their own questions, form new words, and engage in joyful, active learning.

-Parul Shah, Anganwadi worker



PANKHIKRITI TAKES THE SPOTLIGHT AT MSU

The NSS team participated in the NGO Fair organised by the Master of Social Work Department at Maharaja Sayajirao University of Baroda to connect with various organisations and showcase their work. The event began with a welcoming speech and ceremony, acknowledging and facilitating the participating NGOs.

The team represented Pankhikriti, a Teaching Learning Material (TLM) initiative, along with a diverse range of learning resources. The stall received enthusiastic responses from visitors throughout the event, with many educators and NGOs appreciating the quality, creativity, and practical usefulness of the materials. Several visitors even purchased the TLMs for use in their schools and learning centres.

Representatives from other organisations expressed interest in future collaborations and highlighted the need for similar low-cost, practical learning materials for children. The fair provided a valuable platform for networking, exchanging ideas, and expanding outreach.

Overall, the participation enhanced NSS's visibility and opened doors for meaningful partnerships, reinforcing its commitment to innovative and accessible educational resources.



UNLOCKING HIGHER-ORDER THINKING IN THE CLASSROOM

The NSS team conducted a comprehensive workshop on Bloom's Taxonomy for Cohort-4 teachers. The training aimed to strengthen teachers' understanding of effective questioning strategies to enhance classroom engagement and cognitive development. The session began with an introduction to structured questioning under the FLN framework, followed by interactive activities.

A picture-based guessing activity highlighted the importance of sequencing and framing logical questions. Group work using the story “ઝેપી વાળો ફેરિયો” enabled teachers to practice developing open-ended and closed-ended questions.

Teachers reflected on common classroom challenges such as over-reliance on recall-based questions, limited wait time, and questioning only selective students. Through grade-wise exercises, participants framed subject-specific questions in Mathematics and Gujarati and categorised them accordingly. The six cognitive levels: Knowledge, Understanding, Application, Analysis, Evaluation, and Creation, were explained with practical examples. Video analysis and colour-coded box activities helped teachers classify and design higher-order questions.

The workshop concluded with strengthened teacher clarity on balancing question types to address diverse learner needs and a collective commitment to apply Bloom's framework effectively in classroom practice.



WHEN TEACHERS HIT THE REFRESH BUTTON

The NSS The NSS team organised a Capsule Workshop for Cohort-3 teachers to strengthen the implementation of the Unnati framework. The session focused on revisiting key classroom activities and reinforcing foundational literacy and numeracy practices. Strategies such as Circle Time, Gupshup, OLD activities, and Read-Aloud were reviewed to support students' oral language and comprehension skills. Key numeracy concepts, including counting, addition, subtraction, place value, the concept of zero, and shapes were also discussed.

Teachers participated in a Chit-Based Group Activity where they presented classroom demonstrations to deepen their practical understanding. Reflections highlighted a positive shift from textbook-driven teaching to structured lesson planning using the “I Do – We Do – You Do” model, leading to better student engagement and participation. The data review showed strong implementation of Circle Time and Gupshup, moderate practice in decoding and lesson planning, and a need for further support in Read-Aloud, Bloom’s Taxonomy integration, and Place Value. Teachers also shared challenges such as limited parent involvement, large class sizes, and time constraints.

The day concluded on a joyful note with a cake-cutting celebration, where teachers reaffirmed their commitment to continue implementing these best practices in their classrooms. 🎉



THE BUILDING BLOCKS OF LEARNING

The NSS team conducted a workshop at Karjan, bringing together 141 teachers with one shared purpose to strengthen early learning experiences for young children. The initiative focused on building practical understanding and confidence among educators working at the foundational level.

The workshop was designed to go beyond traditional training formats. Rather than being lecture-based, the sessions were interactive, hands-on, and grounded in real classroom realities. Teachers actively engaged with two focused modules, literacy and numeracy, exploring playful strategies, activity-based methods, and reflective discussions that can be directly implemented in Anganwadi centres.

Participants appreciated the relevance and practicality of the sessions. Many teachers shared that the workshop helped them reconnect with the core purpose of early childhood education and recognise the powerful role they play in shaping children's first learning experiences. The discussions also created space for sharing challenges and solutions from their own centres.

By the end of the workshop, teachers expressed renewed motivation and clarity. They felt equipped with concrete tools and joyful learning ideas to bring back to their classrooms, turning everyday interactions into meaningful, confidence-building experiences for every child.



TOY TOPIA

The NSS team recently inaugurated a Toy Library at Sama-10 Anganwadi, strengthening community-based early childhood learning initiatives. The journey began in January with a pilot in one Anganwadi classroom, and the positive response quickly encouraged expansion. Today, four Toy Libraries are actively operating across communities.

The Toy Library functions as a shared community resource where children and families can borrow toys, games, and play materials, similar to a traditional library system. Parents issue toys on a weekly basis, allowing children to explore new play materials at home regularly.

The initiative promotes the importance of play in early childhood development by providing a safe and supportive space for exploration, creativity, and joyful learning. Special care is taken to select toys that are safe and developmentally appropriate, prioritizing non-battery and safe play materials for children.

Community workers manage the Toy Library by maintaining records of issued toys and ensuring smooth functioning of the system. Parents have shown great enthusiasm, observing their children engaged in meaningful play and gradually reducing screen time. The growing community demand reflects a strong desire to establish more Toy Libraries, transforming a small pilot into a wider movement centred on play-based learning and healthier childhood habits



TWO CHANGEMAKERS BRIDGING MISSIONS

SAHAJ Foundation, in collaboration with NSS, conducted a one-day capacity-building programme for 82 Bal Samiti adolescents. The initiative aimed to strengthen student leadership while enhancing understanding of foundational learning concepts relevant to early childhood education.

The training combined leadership development, communication skills, and exposure to oral language and pre-math pedagogies. Sessions focused on leadership identity, values-based decision-making, collaboration, and understanding how young children learn.

Experiential activities such as leadership mapping, role plays, group discussions, storytelling, and reflection exercises ensured active participation. The module “Discovering the Leader in Me” helped adolescents identify personal strengths and articulate their leadership vision.

Participants explored oral language activities and key pre-math skills, including classification, number sense, logical thinking, shapes, and measurement. A half-day alignment session was also conducted for the SAHAJ team to strengthen facilitation and follow-up.

The programme concluded with improved confidence, teamwork, and a deeper appreciation of leadership as an everyday, value-driven practice.



EXPLORING FIELD PERSPECTIVES WITH COLAB

The NSS team hosted a two-day field visit with CoLab Global Consulting to better understand the implementation of the 3E project and gather perspectives from key stakeholders. The main objective of the visit was to interact with stakeholders across different levels and use these insights to inform the design of the 3E programme.

On the first day, the team visited several Anganwadis to observe classroom practices and understand how frontline workers implement activities on the ground. Discussions with PSEIs focused on their roles, the forms and data they collect, and their experience working with NSS. The team also explored how programme data is currently used and how it could be strengthened to improve decision-making and programme effectiveness.

On the second day, the team visited both rural and urban Anganwadis, including centres that had attended workshops and those where the programme had not yet been fully implemented. The team also visited developing model Anganwadis identified by PSEIs to understand how these centres could serve as replicable examples.

In addition, meetings were held with ICDS officials, including the Programme Officer, supervisors, and the in-charge CDPO, to understand their roles, responsibilities, and challenges, and to explore opportunities for stronger collaboration with NSS.

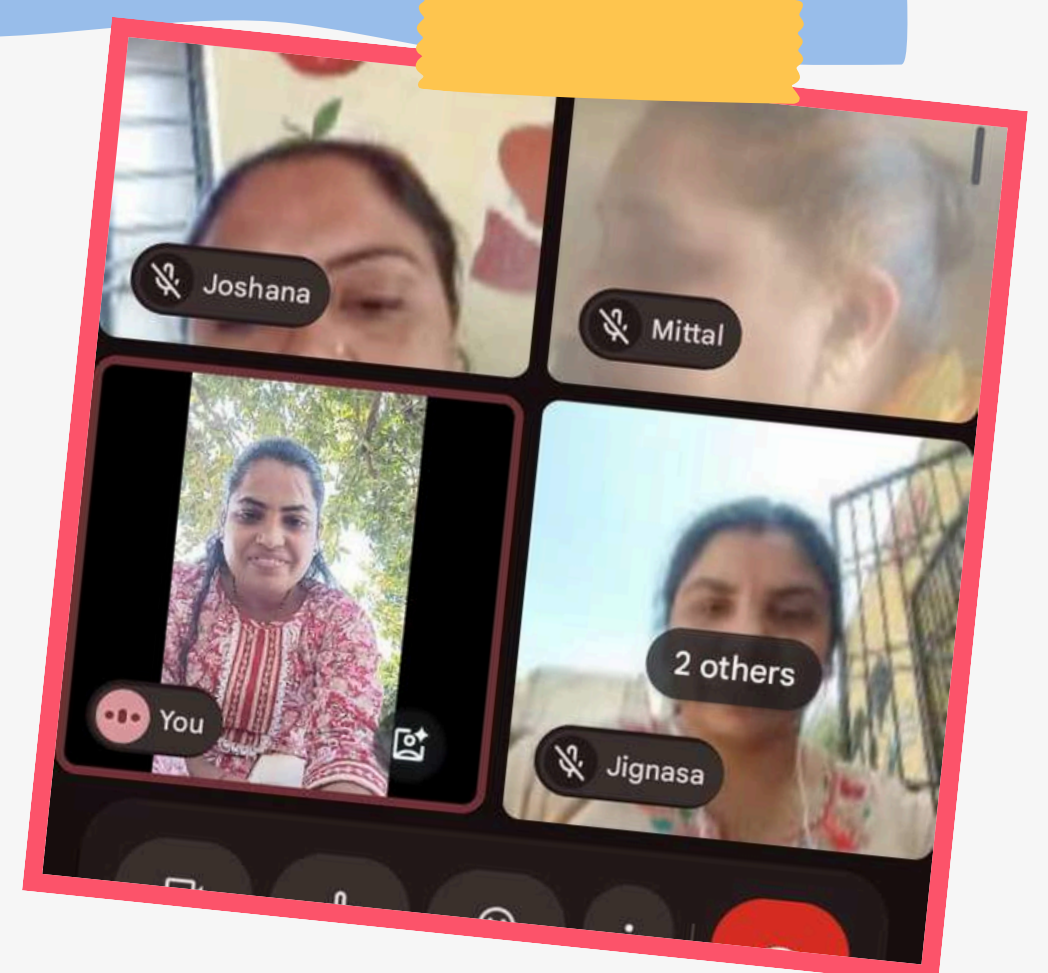
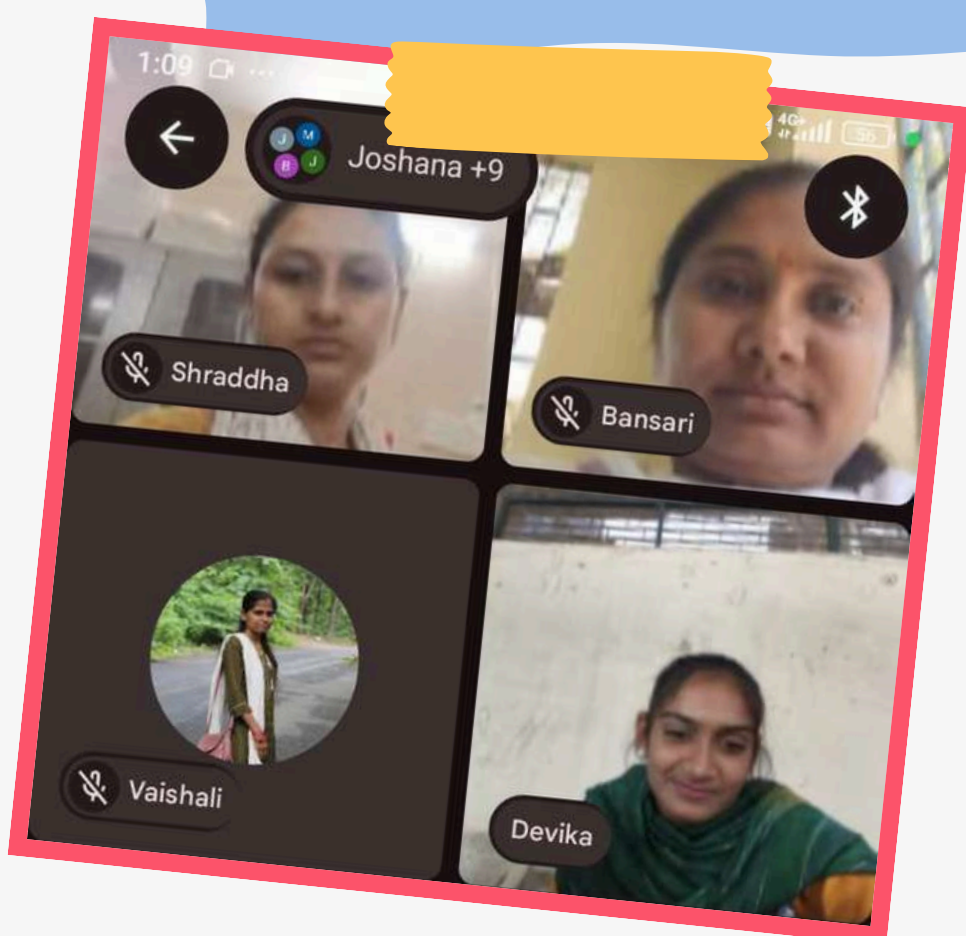
Overall, the visit gathered insights from stakeholders across the system—from Anganwadi workers to district officials—to understand current practices and inform a more responsive and contextually relevant 3E programme design.



FROM FIELD INSIGHTS TO FUTURE PLANS

The Rural PSEI Monthly Meeting was held to review the progress of the MI Plan and discuss classroom practices across Anganwadis. The session began with a review of activities such as the use of Teaching Learning Materials (TLM) and the Four learning corners setup in centres across Vadodara, Padra, Karjan, Dabhoi, Desar, Waghodiya, Shinor, and Savli. While many centres reported regular implementation, a few highlighted challenges in maintaining consistency. Participants were encouraged to continue these practices and share photographic evidence in the program WhatsApp group for better monitoring.

The Teacher Assessment process via Google Forms was also discussed, with reminders for centres that had not yet submitted their forms. Planning for the March monthly theme included activities like classifying vehicles, vehicle puzzles, phonological awareness exercises, and shape identification using real objects. Teachers were also encouraged to conduct activities such as spot the difference and sequencing using beads, coloured paper, and ICDS TLM materials. The meeting concluded with an emphasis on strengthening classroom practices and ensuring regular implementation of learning activities across all Anganwadis.



ADAKODADKO

The NSS team organised a Foundational Literacy and Numeracy (FLN) Mela at Baroda High School, bringing together more than 400 children, parents, and teachers. The initiative, led by Neev Shikshan Sanstha, aimed to promote early literacy and numeracy through structured yet joyful, play-based learning experiences.

Titled “Adkodadko – Dhoom Dhadako Akshar Paake Ank Paake,” the mela was conceptualised as an interactive learning festival. The campus was transformed into a vibrant space filled with thoughtfully curated activity stalls. Each stall was designed to strengthen foundational skills through experiential engagement.

Activities such as Agadam Bagadam, Play and Count, Puzzle ni Gazal, Gulguliya Gallery, Dhinga Masti Dhabukda, and Gyaan No Jharokho encouraged children to engage with letters and numbers in creative ways. Through movement, collaboration, and problem-solving, children learned while actively participating.

The event created a safe and stimulating environment where children could explore, experiment, and express themselves with confidence. Parents and teachers also participated enthusiastically, reinforcing the role of community involvement in early learning.

Kavita Shah, Founder of NSS, emphasised that strong foundational learning is a shared responsibility requiring collective efforts from schools, families, and the wider community. The mela reaffirmed the organisation’s commitment to strengthening early education and ensuring that every child builds robust literacy and numeracy skills from the foundational years.



EMPOWERING TEACHERS AT BARDOLI

The NSS team conducted a four-day workshop at Diwali Trust, Bardoli, to strengthen teachers' understanding of key academic practices and classroom strategies. The objectives of the training were to build the professional capacity of educators, develop understanding of play-based and activity-based learning, strengthen teaching strategies for reading and numeracy, build skills to create and use Teaching Learning Materials (TLM), and encourage a growth mindset among educators.

The training followed experiential and participatory methods such as group discussions, activity-based learning, demonstrations, hands-on TLM creation, reflection exercises, and practical classroom strategies.

On the first day, participants explored creating conducive learning environments and effective board work practices. The second day focused on letter recognition and early reading skills. The third day covered mathematics concepts including pre-maths, addition, subtraction, shapes, and counting. The final day included a TLM-making activity and a session on fixed and growth mindsets to encourage positive learning attitudes among students.

Participants were actively engaged throughout the workshop, and pre- and post-training analysis showed noticeable improvement in their understanding. The workshop also saw active involvement from coordinators and trustees of Diwali Trust. Ms. Kavita Shah, Founder of NSS, attended the workshop and addressed the participants during the numeracy session, motivating the teachers.

The workshop also created opportunities for future collaboration with NGOs and educational institutions to further strengthen teacher capacity and classroom practices.



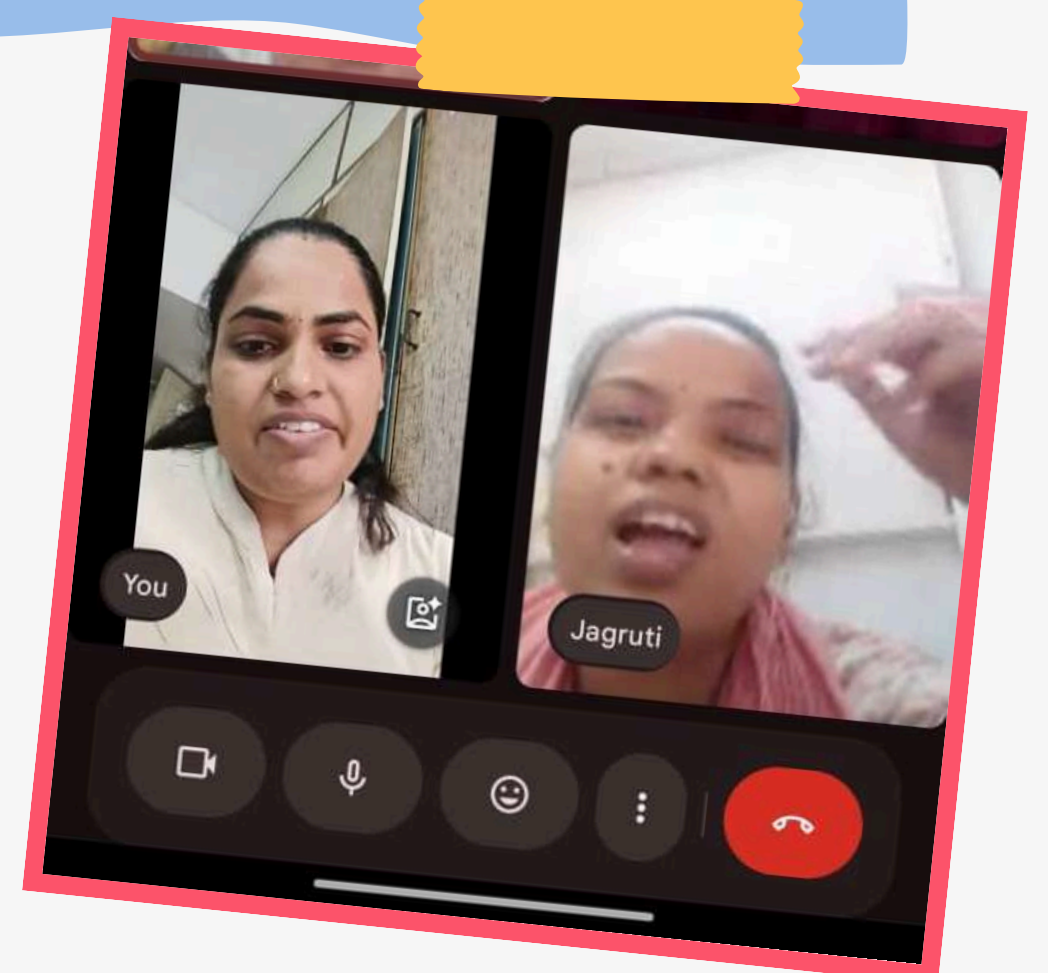
MONTHLY INSIGHTS OF URBAN ZONE

The NSS team conducted a meeting with Urban PSEIs to review the progress of MI Plan implementation and strengthen academic practices across Anganwadis. The team discussed the follow-up of previous MI Plans and shared updates from field visits. It was observed that several Anganwadis have begun conducting Circle Time and the Four Learning Corners regularly, with photos and videos being shared as documentation. To ensure consistency, PSEIs will prepare and share weekly Circle Time questions with Anganwadi teachers.

The fourth MI Plan, focusing on daily routines, classroom rules, and labelling of materials, was also reviewed. Some centres have completed labelling work while others are still in progress. PSEIs shared updates from their virtual meetings with teachers and discussed rechecking classroom materials for better organisation. The team also encouraged discussions with teachers and the community regarding toy donations to strengthen learning resources in classrooms.

Teacher Assessment through the Google Form was reviewed, and each PSEI shared the status of forms completed for their centres. It was emphasised that the information filled in the form must reflect actual classroom practices and field observations.

The meeting concluded with planning for the March theme activities, including vehicle classification, puzzle-based problem-solving, sound awareness, identifying differences, shape recognition using real objects, and sequencing activities using colours and teaching-learning materials. The overall focus remained on strengthening classroom practices and ensuring consistent implementation across all Anganwadis.



STORIES FROM FIELD



“**STORIES OF GROWTH AND HOPE**

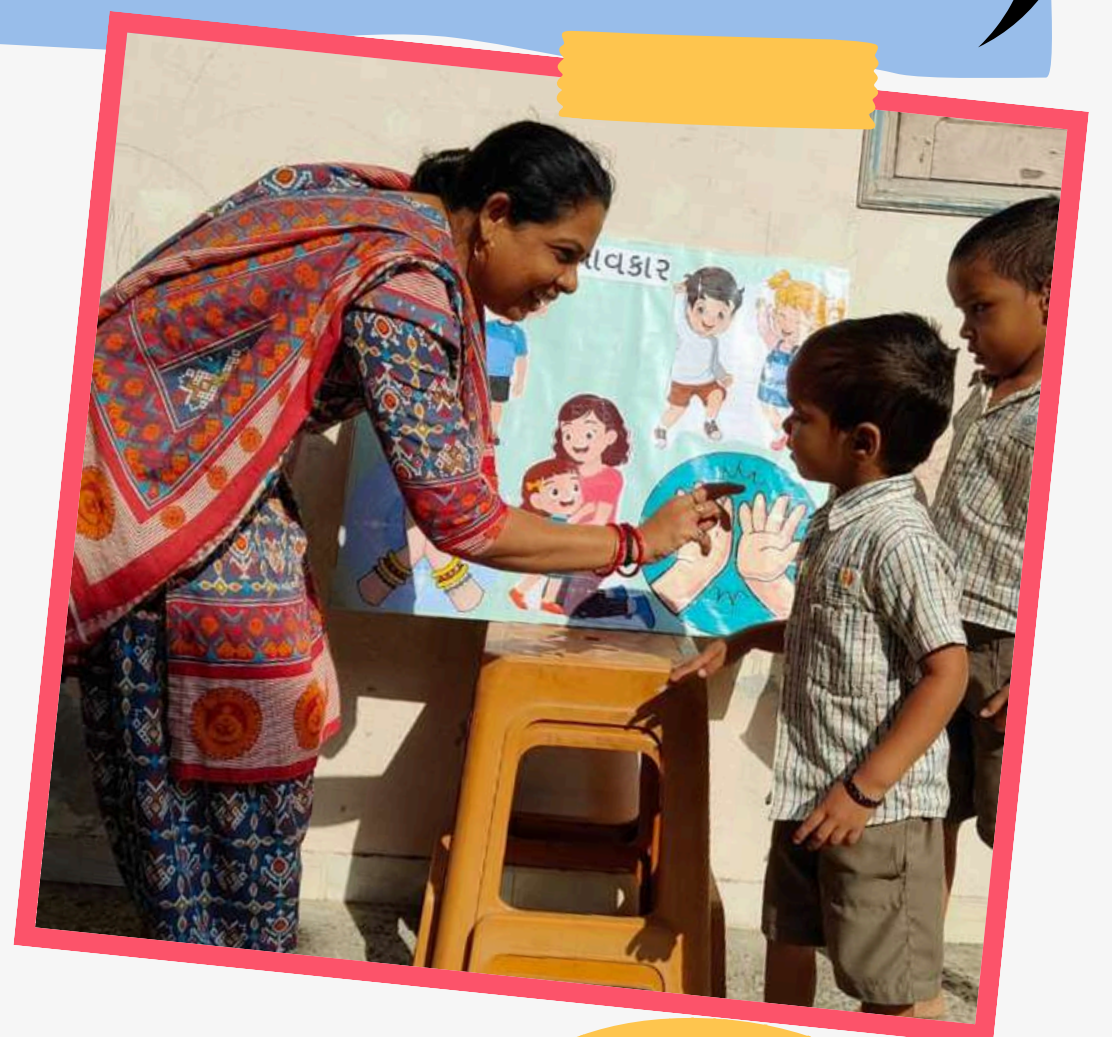
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WHERE SMALL ACTS OF LOVE BRING BIG SMILES

At Sama-9 Anganwadi, small gestures of care have created a joyful and connected learning space for children. Rineben Gajjar, the Anganwadi worker, and Pallviben Makwana, the helper, are wonderful examples of teachers who share a warm bond with the children. Whenever there is a happy occasion in their families, such as a birthday or another celebration, they bring toys and playful materials to the Anganwadi to share with the children. These moments fill the centre with excitement and happiness.

The Anganwadi has around 39 children, and they participate actively in every activity. The children eagerly explore the toys, play together, and enjoy learning through fun experiences. These thoughtful gestures help children feel more connected to their teachers and the Anganwadi environment.

The NSS team observed that such acts of sharing bring great joy to the classroom. They encourage children to be more engaged, confident, and enthusiastic during activities. Through their kindness and dedication, Rineben Gajjar and Pallviben Makwana have created a nurturing space where children learn, play, and grow happily together.



WHEN CURIOSITY MEETS WORDS

In the classroom, the teacher created an engaging learning environment through a simple yet interactive word activity. To begin the exercise, the teacher gave students incomplete or randomly arranged words and asked them to think and complete them correctly. This encouraged students to focus carefully and use their understanding of spelling and language.

Students were then invited one by one to come to the board and write the words they believed were correct. As each student wrote on the board, the rest of the class observed. If a word was written incorrectly, other students were encouraged to point out the mistake and suggest the correct spelling. Another student was then called to write the correct word on the board.

After the word was corrected, the teacher asked the student to read it aloud and explain its meaning, helping everyone understand the word more clearly. To appreciate their efforts and keep the classroom atmosphere lively, the teacher asked all the students to clap together in the rhythm of “1, 2, 3” for three rounds. Through this interactive activity, students learned collaboratively while strengthening their spelling, reading, and understanding of words.

