

Monthly Musing

MARCH-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



- Reflecting Growth Through Endline Evaluation
- Revisiting, Reflecting, and Enhancing Practices
- Read, Play, and Explore
- Review, Plan, Implement
- NSS Digital Transformation
- Campus Connect Initiative
- Campus to Community Connect
- Strengthening Hearts & Minds by AURA
- Urban Monthly Check-In
- Power of 4 Learning Corners
- From Hesitation to Participation

Monthly quote

“CHILDREN LEARN BEST WHEN THEY **MAKE THINGS** WITH THEIR **OWN HANDS.**”

-ARVIND GUPTA (INDIAN TOY INVENTOR, EDUCATIONIST, AND SCIENCE POPULARISER)



Upcoming Event/Interesting Facts

- School Readiness Assessment_Vadodara
- Anand 1st workshop training
- School Readiness Assessment_Anand

• Did you know?

Dr Venita Kaul has played a key role in shaping India's early childhood education policies. Her work has influenced improvements in Anganwadi centres across the country.

Messages from Mentor

/teacher/NSS member

મારું નામ ચૌહાણ પરેશાબેન છે. હું બાલવાટિકામાં ભણાવું છું. છેલ્લા બે મહિનાથી હું બાળકોને સર્કલ ટાઈમમાં અંકની રમત રમાડતી હતી. શરૂઆતમાં બાળકો ચાલીસ કે પચાસ સુધીના અંક બોલીને આઉટ થઈ જતા હતા. પછી પ્રોત્સાહન તરીકે જે જીતે એમને હાથ ઉપર સ્ટાર, આઈસ્ક્રીમ કે પછી જે જોઈએ તે મળશે. આ રમતથી બાળકો એક થી સો નાં અંક ખૂબ સહેલાઈથી બોલી શકે છે. સર્કલ ટાઈમની આ રમતથી બાળકોમાં મેમરી પાવર સ્ટ્રોંગ થાય છે. બાળકોનો ઉત્સાહ વધે છે. મને પણ આ રમત રમાડવામાં ખૂબ જ મજા આવતી હતી. મને આનંદ છે કે આ રમતથી ઘણા બધા બાળકો એક થી સો સુધીના અંક સહેલાઈથી બોલી શકે છે. આ અંકની રમતથી બાળકોમાં ઘણો ઈમ્પ્રુવમેન્ટ જોવા મળ્યો છે જેનો મને આનંદ છે.

My name is Chauhan Pareshaben. I teach in Balvatika (Pre-primary). For the last two months, I have been playing a number game with the children during Circle Time. Initially, children would get "out" after reciting numbers up to 40 or 50. Then, as an incentive, I started giving the winners a star on their hand, an ice cream, or whatever they wanted. Through this game, children can now recite numbers from 1 to 100 very easily. This Circle Time game strengthens the children's memory power and increases their enthusiasm. I also really enjoyed conducting this game. I am happy that many children can now easily recite numbers up to 100 because of this activity. I have seen a lot of improvement in the children through this number game, which makes me very happy.

-Paresha Chauhan(Teacher,Gyan Vidhya Mandir School ,Padra)



REFLECTING GROWTH THROUGH ENDLINE EVALUATION

The End of Year (EOY) assessments for Grade 1 and Grade 2 students in literacy and numeracy were conducted by the NSS team to understand the impact of classroom practices implemented by teachers throughout the academic year.

These assessments served as an important reflection of how effectively the teaching-learning strategies were translated into student outcomes. Using a Student Comfort Tool that included written, oral, and activity-based tasks, the process remained engaging and child-friendly, ensuring that children could participate with ease and confidence.

More importantly, the findings provided meaningful insights into the effectiveness of teacher-led practices and support systems in the classroom. They highlighted key strengths as well as areas where further strengthening is required. These insights will inform future planning, enabling more targeted interventions and continuous improvement in teaching practices.

Overall, the EOY assessments not only measured student learning but also reinforced the role of consistent and thoughtful classroom practices in strengthening the quality of teaching and learning within the NSS team.



REVISITING, REFLECTING, AND ENHANCING PRACTICES

NSS team conducted a final wrap-up workshop in the West Zone under the final module to consolidate key learnings from previous sessions. The objective was to help participants revisit concepts and understand that ICDS and NSS activities are aligned in purpose, even if named differently.

The session began with a reflective quiz, which turned out to be one of the most engaging parts, with teachers actively enjoying and participating while showing strong recall of regular practices. A discussion on the six domains of child development helped connect daily activities with holistic growth, with teachers sharing practical classroom examples.

Key practices like Gupshup and “ध्वनि येतना” were revisited through demonstrations, and videos of Anganwadi practices provided practical insights. Discussions on daily routine (दिनचर्या), planning, and learning corners highlighted the importance of consistency. Teachers also worked on creating monthly timetables integrating literacy, numeracy, and play-based learning.

By the end, participants gained clarity, confidence, and a strong commitment to apply these practices for more joyful and meaningful learning.



REVIEW, PLAN, IMPLEMENT

\NSS team conducted a Rural PSEI meeting along with a Capacity Building workshop for Preschool Educator Instructors in rural blocks to review progress, align upcoming plans, and strengthen implementation at the Anganwadi level. A follow-up on previous MI plans highlighted slowed progress due to recent disruptions, emphasizing the need for renewed focus and consistency.

The workshop focused on the upcoming module on four learning corners and reading aloud. It began with a discussion on the concept and types of play, followed by a hands-on activity where materials from all four corners were mixed and redistributed, helping participants understand variations in children's learning and engagement.

A reading-focused session covered the structure of a book and demonstrated simple techniques like finger tracking and questioning to build children's curiosity. The monthly theme "Clothing" and other planning updates were also discussed, with emphasis on integrating activities into daily routines and improving classroom practices.

Overall, the session created a reflective and practical learning space, strengthening participants' clarity, confidence, and readiness to implement engaging, play-based and meaningful learning experiences in Anganwadi centres.



NSS DIGITAL TRANSFORMATION

NSS has recently upgraded its website, creating a more comprehensive and engaging platform that reflects the organisation's on-ground work and impact. The new website brings together a wide range of content, showcasing real stories and experiences from the field, making the efforts of Team Neev more visible and accessible to all.

A key highlight of the upgraded platform is the inclusion of field stories, where the work done across communities is thoughtfully documented and shared. These stories offer meaningful insights into the initiatives and their direct impact on children, educators, and communities.

The website also features testimonials from dignitaries and stakeholders, capturing their experiences and perspectives while working with NSS. These reflections add credibility and highlight the value and influence of the organisation's work. Additionally, the platform introduces detailed sections about the team, including mentors and trustees, helping visitors understand the people behind the mission. This strengthens transparency and builds a deeper connection with the audience.

With improved design and enriched content, the upgraded website offers a more user-friendly and engaging browsing experience. It invites viewers to explore, understand, and connect with NSS's journey, making it a powerful digital space that reflects both vision and impact.



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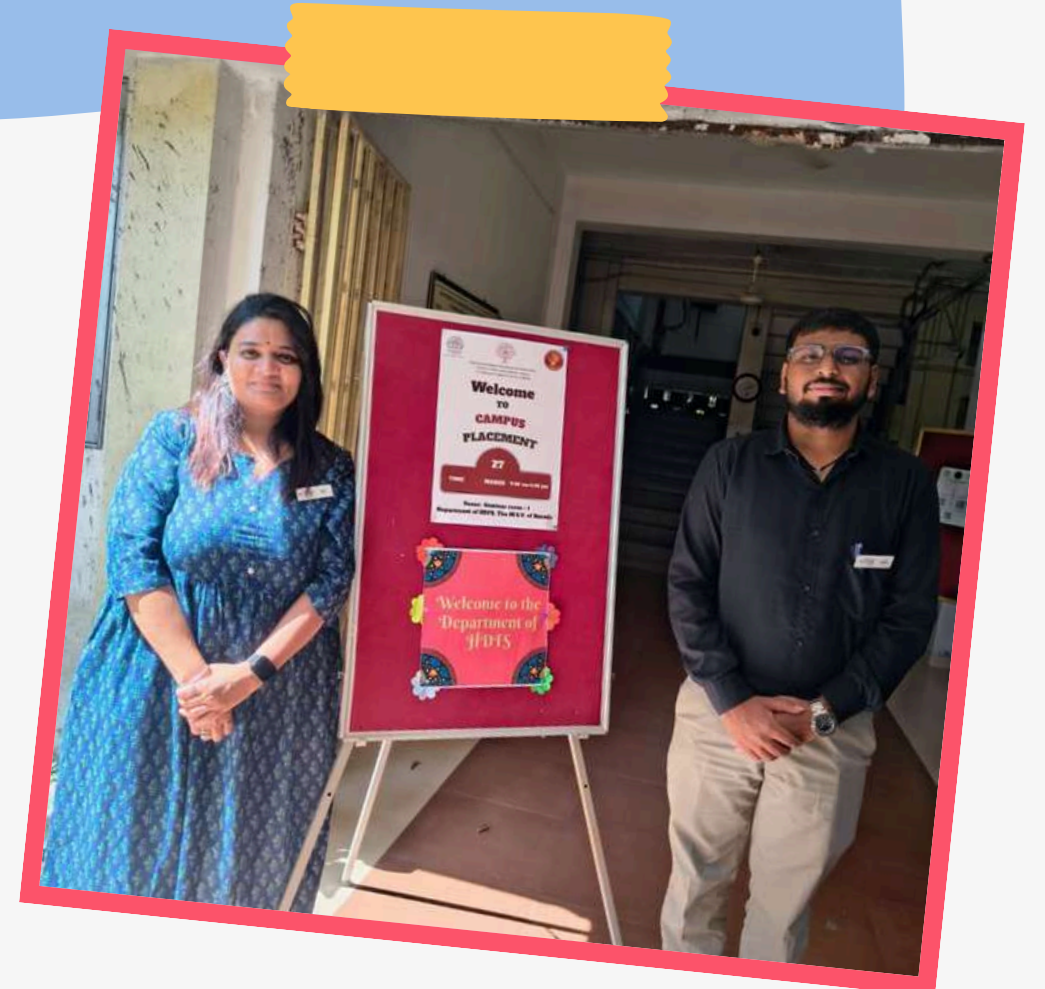
CAMPUS CONNECT INITIATIVE

NSS team was invited by the HDFS department for a campus placement drive, engaging over 40 students in an interactive and insightful session focused on opportunities in the development sector. The session began with a detailed presentation introducing the Unnati program, highlighting its objectives, field engagement, and impact on early childhood education.

The team also shared insights on the 3E approach, explaining its role in strengthening foundational learning and promoting community-based interventions. The session was designed to give students a clear understanding of both field realities and the purpose-driven work of the organisation.

Participants showed active interest throughout the session, engaging attentively and reflecting on potential roles. During the Q&A, students raised queries around working hours and field commitments, indicating genuine interest in the opportunity.

NSS team addressed all questions transparently, sharing clear expectations and role details. The session concluded on a positive note with a group photograph, marking a meaningful interaction and the beginning of potential future associations.



CAMPUS TO COMMUNITY CONNECT

NSS team was recently felicitated at the Department of Social Work (DSW) event for their outstanding contributions to community learning and development. The recognition celebrated the team's consistent efforts in strengthening early childhood education and their impactful work at the grassroots level. The award acknowledged their commitment to creating meaningful learning experiences and driving positive change within communities.

Following this honour, the team visited the N. S. Patel and M. B. Patel campus at the Anand Institute of Social Work, where they engaged with students and faculty from the Department of Social Work. During the visit, the team introduced the Unnati program and the 3E framework, explaining their objectives and impact on early childhood education. They also discussed campus placements and shared insights on how internships and volunteer opportunities support student growth, encouraging participants to explore hands-on experiences.

The session highlighted the importance of integrating practical learning with academic knowledge. Through interactive discussions and demonstrations of classroom activities, participants gained a deeper understanding of community-based initiatives and their role in shaping young learners. Queries from attendees were addressed, providing clarity on program schedules and opportunities for involvement.



STRENGTHENING HEARTS & MINDS BY AURA

NSS team collaborated to organise a workshop on Social-Emotional Learning (SEL), conducted by Aura Education Trust, bringing together members from NSS, Urban, and Rural PSEI. The session focused on understanding the concept, significance, and practical application of SEL in both educational and organisational contexts.

The workshop began with an introduction to SEL, highlighting its relevance and alignment with ongoing programs and frameworks. It was highly interactive, with participants engaging in hands-on activities, case discussions, and videos that illustrated empathy, emotional intelligence, and behaviour in real-life situations.

Key concepts such as values, ethics, behavioural awareness, and the behavioural iceberg were explored in depth. The session also addressed stress management and coping strategies, providing practical tools to navigate challenging situations effectively.

Overall, the workshop offered meaningful and actionable insights, strengthening participants' understanding of emotional intelligence, empathy, and balanced behaviour, making it highly relevant for implementation in schools, Anganwadis, and organisational settings.

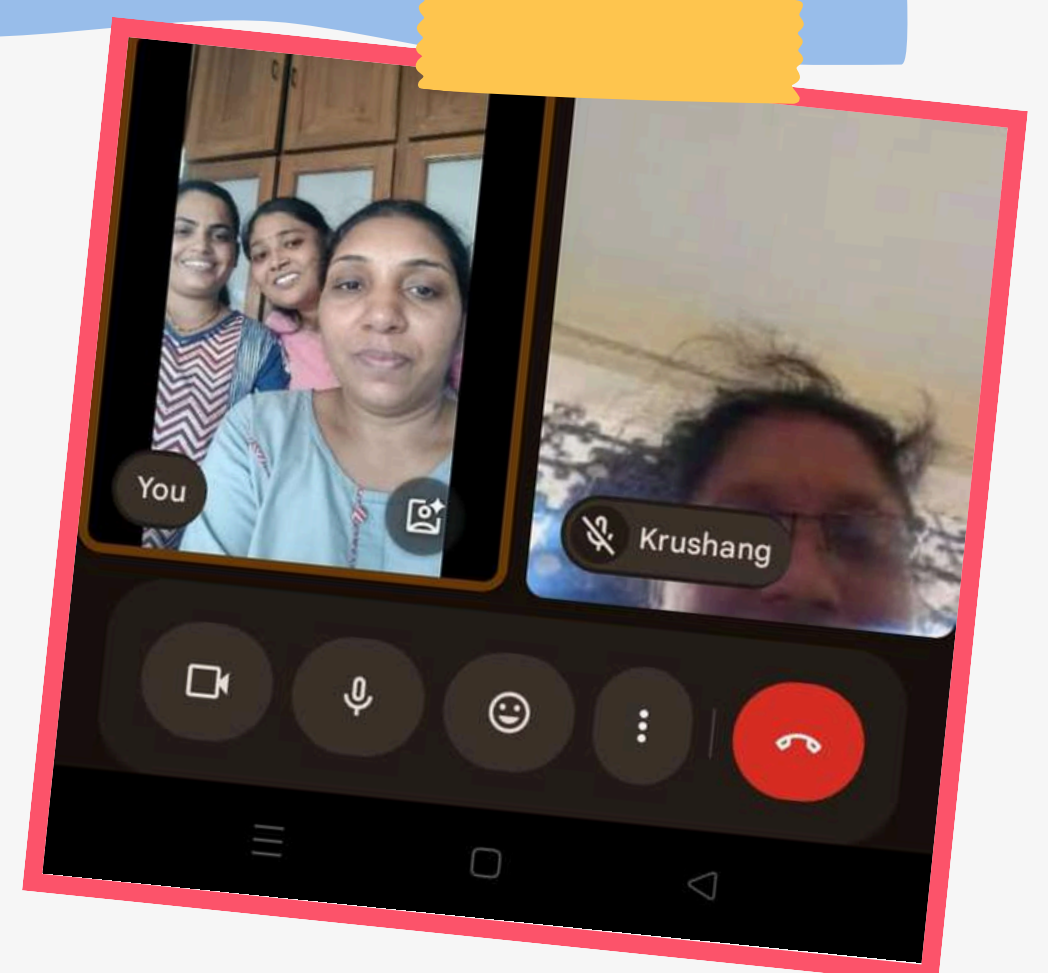
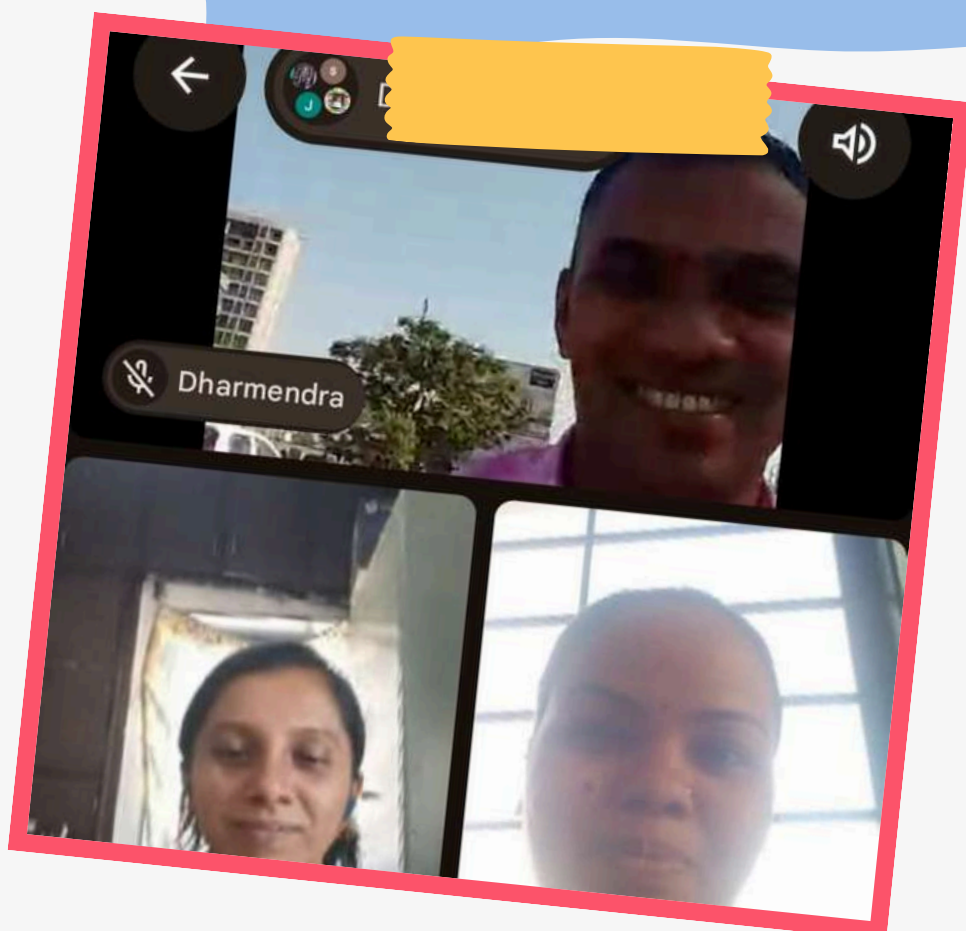


URBAN MONTHLY CHECK-IN

NSS team conducted a meeting with Urban PSEIs to review the progress of ongoing MI Plan implementation and strengthen academic practices across Anganwadis. The discussion included follow-ups on previous MI plans and updates from field visits. It was noted that while some centres have completed labelling work, others are still in progress. PSEIs also shared learnings from their virtual meetings with teachers and highlighted the need for rechecking and organising classroom materials.

The status of teacher assessments through Google Forms was reviewed, with each PSEI sharing updates from their respective centres. Emphasis was placed on ensuring that the responses accurately reflect classroom practices and field realities.

The upcoming educational theme was finalised, focusing on practical life skills and creative expression. Suggested activities included matching and folding clothes, as well as creating hats using recycled newspapers. In the West Zone, NSS activities will be integrated within the theme to ensure smooth implementation.



STORIES FROM FIELD



“STORIES OF GROWTH AND HOPE

”

POWER OF 4 LEARNING CORNERS

At the Anganwadi, the four learning corners have transformed the space into a lively world of discovery, where every child finds their own way to learn and express. Vajri Riyaben, who once sat quietly beside her mother during her first month, has now grown into a child who walks in on her own, confident, curious, and ready for the day. She often arrives before others, her excitement clear as she looks forward to exploring each corner. At home, she spends much of her time alone as her parents are busy working, and sometimes her grandmother brings her to the Anganwadi. In the beginning, Vajri struggled to speak or express herself, often observing more than participating.

The NSS team and teachers noticed this and began supporting her gently through the learning corners, encouraging her to try small activities, engage in play, and explore at her own pace. With time, these playful spaces became her comfort zone. Today, Vajri moves freely across all four corners singing songs, listening to stories, playing games, and engaging in creative activities with joy. She laughs with her friends, shares her thoughts, and participates with growing confidence. What once felt unfamiliar is now her favourite place to learn and belong. The learning corners have not only helped her communicate but also allowed her to discover her voice, curiosity, and happiness.

Now, whenever the team visits, they see a cheerful and expressive Vajri, a beautiful reminder of how the right environment can help a child truly bloom.



FROM HESITATION TO PARTICIPATION

A meaningful transformation was observed through the consistent use of Neev TLM (Teaching-Learning Materials) and activity-based learning. There was a student who initially struggled with reading and showed very little interest in participating in classroom activities. To support the child, the teacher began involving them in simple and engaging word-based activities using TLM, where the child was gently encouraged to come forward and complete words.

At first, the child was hesitant, but with repeated opportunities and support, they slowly started responding. The use of visual and hands-on materials helped the child understand better and build confidence. Gradually, the student began giving correct answers and participating more actively with peers.

Over time, a clear improvement was noticed. The child has now started reading simple sentences independently. Although the reading pace is still slow, the effort and willingness to try are clearly visible. The student is also able to break down words into individual letters, showing growing comprehension and decoding skills. This progress highlights how a supportive environment, combined with interactive teaching methods, can bring a positive change in a child's learning journey.

