

Monthly Musing

NOVEMBER-2025 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



- Shape the Start, Count the Zero
- Think in Numbers, Speak in Words
- Letters That Talk, Numbers That Play
- Opening Windows to Wonder
- From Your Hands to Their Desks
- Collaborating for Impact
- Play with Shapes, Master the Zero
- Small Steps to Build Great Schools
- The Play & Create Session
- Impact Begins With a Click
- Stories From The Field

Monthly quote

"CHILDREN LEARN BEST
WHEN TEACHERS ARE
FACILITATORS, NOT
DICTATORS."

-DR SWATI POPAT VATS
(PRESIDENT OF EARLY
CHILDHOOD ASSOCIATION INDIA)



Upcoming Event/Interesting Facts

- Christmas Day Celebration

- Did you know?

India's first rural preschool was founded in 1944 by Tara Bai Modak in Maharashtra.

She's lovingly called "The Montessori of India."

Messages from Mentor

/teacher/NSS member

The Power of Play in Early Childhood:

Play isn't "just fun"—it's the foundation of how young children learn best. Through play, children explore ideas, solve problems, build social skills, and develop creativity in ways that feel natural and joyful. Play-based pedagogy creates rich learning environments where curiosity leads the way, helping children develop essential cognitive, emotional, and physical skills. When we honour play as meaningful learning, we support confident, capable learners who are ready to engage with the world around them.

-Gaurang Dave



SHAPE THE START, COUNT THE ZERO

NSS conducted a three-day workshop for 15 teachers that covered the Beginning of Year (BOY) action plan, Shapes & Figures, and the Concept of Zero.

Day 1 focused on the BOY action plan, where teachers learned to interpret baseline results, identify improvement indicators, and create a six-month action plan. They also strengthened their understanding of NIPUN Bharat learning outcomes and discussed how BOY–EOY comparisons help identify learning gaps.

Day 2 showcased the best classroom practices. Teachers shared effective strategies for teaching numbers, letter recognition, maatraas, addition, and measurement through classroom activities. Other teachers observed these demonstrations and gathered practical ideas for their own classrooms.

Day 3 introduced shapes and figures through hands-on activities with the Rangometry kit (basic shape set), helping teachers make learning more creative and build children's critical thinking. The concept of zero was also explained—its value, importance, and classroom methods to teach it at different levels. Teachers even shared how they can introduce zero as a concept in their classroom



THINK IN NUMBERS, SPEAK IN WORDS

NSS conducted a 3-day workshop for 50 first-year teachers on Addition, Subtraction, Place Value, Reading Comprehension, and Writing. The training focused on hands-on, activity-based methods for teaching math concepts, helping teachers understand common student mistakes and how to address them. The CPA (Concrete-Pictorial-Abstract) approach was used to show how children move from concrete experiences to abstract ideas.

In reading, teachers learned the importance of listening and sound awareness, along with strategies like Model, Shared, Pair, and Independent Reading to improve fluency and confidence. For reading comprehension, they were trained in decoding skills, different reading methods, and how storytelling, letter, and maatraa introduction can support long-term reading development in children.

Overall, the workshop equipped teachers with practical, child-friendly techniques to make learning engaging, meaningful, and effective.



LETTERS THAT TALK, NUMBERS THAT PLAY

NSS recently conducted a multi-location workshop across Desar, Vadodara 1 & 2, and Shinor, engaging nearly 350 Anganwadi workers to strengthen early learning. The training was fully interactive, with hands-on modules on literacy and numeracy that gave teachers practical activities and simple strategies they can directly use in their centres.

The response was extremely positive. Educators shared that the sessions were engaging, useful, and connected to their daily classroom needs. At Desar, the CDPO Madam appreciated the efforts of Team NSS, while in Vadodara-1, the PSEI actively led the board-work session, highlighting the strong collaboration between ICDS and NSS.

By the end, teachers felt more confident and motivated to create joyful, activity-based learning experiences for young children in their Anganwadi centres.



OPENING WINDOWS TO WONDER

On Children's Day, NSS inaugurated four Learning Corners at Kundela, near Dabhoi, with the support of Prince Pipes and Fittings.

The event was graced by the Program Officer (PO), Child development Program Officer (CDPO) and Pre-School Educator Instructor (PSEI), who joined to motivate the children and celebrate this special occasion. They appreciated the thoughtful setup and the quality of the materials placed in each learning corner.

The Anganwadi came alive with balloons, bright ribbons, and the joyful laughter of children wearing colourful caps and goggles. The team set up all four corners, and in a heartwarming moment, the children themselves inaugurated the spaces. Their eyes lit up with excitement as they explored the new materials for the first time.

The little ones eagerly engaged in hands-on play, turning the corners into vibrant spaces for learning and imagination. The NSS team guided the Anganwadi teacher on maintaining the toys and books and on scheduling regular learning corner-based activities to ensure joyful learning continues every day.



FROM YOUR HANDS TO THEIR DESKS

NSS team organized a Stationery Drive for Jalaram Vidhyalay from 14th to 30th November, ahead of Children's Day. The drive encouraged donations of bags, books, pencils, and other essential school supplies for children who often struggle to afford them. To raise awareness, the team created a short video featuring a message from Jalaram's Principal.

Once shared on social media, the video reached a wide audience, inspiring generous contributions from people across communities. Participation grew daily, turning the drive into a collective movement of kindness and support.

This initiative became a true celebration of Children's Day—highlighting empathy, community spirit, and hope. The collected stationery will be distributed to students in the coming month.



COLLABORATING FOR IMPACT

The Urban PSEI monthly meeting began on a lively note with a fun balloon-burst energiser, filling the room with laughter and teamwork.

The team discussed about the MI (Micro-Improvement) Plan, reflecting on how circle-time questions can spark curiosity, build confidence, and encourage meaningful conversations among children. PSEI shared that how Anganwadi teachers shared inspiring stories about the four learning corners, noting how children have become more independent, socially engaged, and eager to participate.

Clear guidance was given by the NSS team on improving MI monthly reports—ensuring they are structured, timely, and reflective of real progress. The team also explored new MI goals for the coming month, focusing on how they can collectively support one another to achieve them.

Sector meeting updates and monthly visit plans ensured all centres remain aligned and well-coordinated. The discussion concluded with a creative exploration of the four-week theme-based activities, reaffirming the commitment to joyful, child-centred learning



PLAY WITH SHAPES, MASTER THE ZERO

Team NSS recently conducted a hybrid teacher training at Derol School, creating a dynamic platform for interactive learning.

The day opened with an engaging module on Shapes and Figures, where teachers learned how simple shapes, circles, triangles, and squares can be used creatively through Rangometry(Basic Shape kit) to make fun and meaningful pictures. By arranging these shapes in different ways, they saw how children can develop imagination, understand space, and learn concepts more easily. This hands-on activity showed teachers new ways to make learning enjoyable and practical.

The next session introduced the Concept of Zero through songs, stories, number slips, and hands-on group activities. Teachers learned about the journey of zero, experimented with binary language, and solved Roman numeric exercises to deepen conceptual clarity.

The final session focused on the Beginning of the Year (BOY) action plan and helped teachers understand how baseline results guide school and classroom-specific strategies. By analysing BOY outcomes, teachers identified critical learning gaps and committed to implementing their plans with stronger intent and consistency.

The training culminated in educators drafting their own action plans to strengthen instructional practices.



SMALL STEPS TO BUILD GREAT SCHOOLS

Shikshalokam recently announced the Coffee Table Book "Stories from the Field", which invites stories from education leaders making an impact on the ground. NSS participated and proudly highlighted Hetal Mam (PSEI), a dedicated leader for the North Zone.

The story of Hetal Mam showcases her journey—her family, professional background, and her recent work with the ICDS department, including the number of Anganwadi centers she manages. It highlights the challenges she has faced, her innovative initiatives and solutions, the support she received from NSS, and the meaningful impact of her work. The story concludes with a reflection on her dedication and commitment to improving children's learning journeys.

The most exciting moment for us as an organization was seeing Hetal Mam's story selected for publication in the Coffee Table Book. We are thrilled that such inspiring work is being recognized and shared with a wider audience, motivating others through her example. We are grateful to Shikshalokam for this wonderful initiative, which brings to light untold stories from across the country and celebrates the efforts of exceptional education leaders. Their platform not only inspires but also honors the dedication and passion of those shaping the future of education.



THE PLAY & CREATE SESSION

NSS recently conducted a 3E large-scale workshop for Anganwadi workers and helpers from South Zone, with approximately 113 participants attending over four days.

This workshop was thoughtfully designed to strengthen their capacity to support young children's learning and development in everyday Anganwadi centres. Together, we explored how to transform Anganwadi centres into vibrant, engaging spaces for early learning.

Through hands-on sessions, participants learned how to set up and integrate four meaningful learning corners—designed to foster curiosity and active participation. We focused on the power of play in holistic child development, introducing play-based methods that bring joy and purpose into daily routines.

An important part of the training was on using locally available, low-cost materials to design creative Teaching-Learning Materials (TLMs). These tools not only make learning fun and accessible but also help in identifying children's progress simply and practically. By the end of the workshop, participants felt confident and motivated to integrate these strategies into their daily Anganwadi practices, ensuring that every child receives the joyful, developmentally rich experiences they deserve.



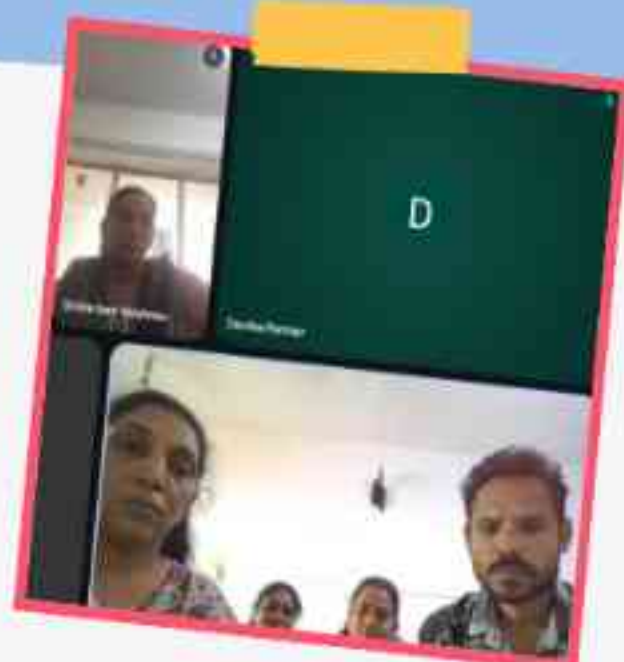
IMPACT BEGINS WITH A CLICK

NSS team conducted their monthly online meeting with Rural PSEIs, providing a reflective space to review last month's progress.

The team discussed the status of Learning Corners across blocks: Desar and Nora are running daily activities, Waghodia has completed setting up all corners, while Padra, Savli, Dabholi, and Padra 2 showed mixed progress due to staff schedules and material availability. Vadodara 1 reported challenges with limited play materials.

The use of TLM in classrooms was also reviewed, with Shinor sharing photos highlighting good practices. For the next Micro improvement (MI) goal, the team decided to focus on a theme-based topic, preparing open and closed questions for circle time, and incorporating problem-solving activities to encourage independent thinking. Proper seating during circle time was emphasised as an essential practice.

Monthly visit updates indicated that most Anganwadis receive one visit per month. The meeting concluded with discussions on the upcoming monthly theme and planned classroom activities.



STORIES FROM FIELD



“STORIES OF GROWTH AND HOPE”

A JOURNEY FROM SILENCE TO CONFIDENCE

A young girl in Shreenath was naturally introverted, preferring silence over interaction. She avoided conversations, didn't share her thoughts, and even struggled to say her own name, often just looking quietly when asked.

An NSS team member encouraged her patiently, and with a small motivation—a chocolate—she finally spoke her name. This tiny breakthrough marked the beginning of a small change in her. Slowly, she started engaging with the team member and participating in Teaching Learning Material (TLM) activities such as flashcards, math tools, and other playful learning materials.

Her interest and confidence grew steadily. She now eagerly joins every TLM activity, and the claps of appreciation from her classmates make her glow with happiness. She has become the first to respond whenever the teacher asks questions related to TLMs. Observing her consistent progress, both her teacher and parents feel assured that she can now respond confidently in any situation.

Her journey beautifully illustrates how patience, gentle encouragement, and meaningful learning tools can help a child blossom from silence in self-assurance and active participation.



TINY TEARS, MIGHTY TRANSFORMATION

A young boy from Atladara 7 Anganwadi began preschool at age three. With few children in his neighborhood, he was used to staying alone, which made his start at Anganwadi difficult—every morning began with tears as soon as his father dropped him off.

Noticing this, the Anganwadi helper and worker gently guided him to the four learning corners established by NSS. Starting with simple bead-threading activities, he gradually explored different toys and materials in each corner. Play replaced hesitation, curiosity grew, and over time, he began connecting with peers.

As his confidence increased, he started participating in group activities and even helped younger children explore the learning corners. The Anganwadi environment slowly transformed into a space of comfort. Tears at the gate turned into excitement, and the thoughtfully designed learning corners not only encouraged regular attendance but also fostered a sense of joy, belonging, and active participation in learning.

