



WEAVING

NEWSLETTER 06

APRIL – JUNE 2025

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District Team Orientation | Srinagar

As we wrap up an
unforgettable EduWeave's
6th Birthday Retreat at
Nainital we take back not
just memories but





Children

54000



554

Schools

4373

Teachers



District Transformation Project, Srinagar

On 7th April 2025, a significant milestone was achieved as the Department of School Education formally signed a Memorandum of Understanding (MoU) with EduWeave Foundation to launch the District Transformation Program in Srinagar. This partnership marks a collaborative step toward strengthening foundational learning and enhancing school systems at scale. The MoU sets the stage for long-term, systemic interventions focused on improving learning outcomes, teacher support, and school governance across the district. It is rooted in a shared vision to strengthen the educational ecosystem and ensure equitable learning opportunities for every child—from the early years through all stages of schooling.

A coordination meeting was convened to formally initiate the District Transformation Project in Srinagar. The meeting focused on aligning stakeholders around key intervention areas—Foundational Literacy & Numeracy (FLN), Early Childhood Care & Education (ECCE), Socio-Emotional Learning. During the discussion, the Directorate of School Education, Kashmir (DSEK) advised EduWeave to begin with the development of Need Assessment and Baseline Assessment tools, and to submit them for review and approval prior to initiating field-level activities.



In consultation with **DSEK**, the project team developed two key tools for field diagnostics: the Need Assessment Tool to capture infrastructure and teacher practices, and the Baseline Assessment Tool to assess learning levels in Grades 3 and 5 for English, Urdu, and Mathematics.



District Team Orientation | Building Foundations for Collaboration

As part of the onboarding process, a comprehensive orientation was conducted with the newly formed District Team in Srinagar. The session introduced organisational mission, structure, key policies, and the objectives of the District Transformation Project. Team members shared their professional and personal backgrounds and aligned on their roles and responsibilities, building a shared sense of purpose and clarity.

Capacity-building sessions on Foundational Literacy & Numeracy (FLN) and Early Childhood Care & Education (ECCE) helped establish a common understanding of core thematic areas. A focused orientation on improvement planning and the district transformation process further equipped the team for effective field-level implementation.



WEST BENGAL

UNICEF

Continuation of
collaboration with
UNICEF West Bengal
aiming to strengthen
learning in Early
Grades

Children

14316



50

Schools

234

Teachers



Building Capacity: Online Sessions for Teachers & HMs

We conducted two capacity-building meetings with 50 schools in two batches. Participation of both Head Teachers and teachers strengthened collective planning.

- June Kick-off: Introduction to MIPs and implementation strategies
- July Review & Planning: Reflection on progress and preparation for upcoming MIPs

On-Ground Support: School Visits

Our team visited 20 schools across Murshidabad by June-end, providing:

- Classroom observations and feedback
- Mentoring for MIP implementation
- Leadership support to Headmasters

Real-time suggestions for improving teaching-learning processes





Situational Analysis on Parent Involvement

As a first step post-renewal, we conducted a structured Situational Analysis to collect data on the frequency, structure, and effectiveness of Parent-Teacher Meetings (PTMs) and existing pre-primary classroom practices. To facilitate this, we organized an orientation session with the Headmasters of 50 schools in Murshidabad, where we introduced the purpose of this exercise.

The findings of the Situational Analysis underline the need to strengthen parental engagement and build capacity for delivering quality early childhood education in the foundational years.



Another year of growth – expanding to 1,941 Anganwadis across Raipur District.

Children
136327



1941
Anganwadi
Centres

77
Supervisors

08
Projects

Launch of Learning Resources

The Hon'ble Governor of Chhattisgarh, Mr. Ramen Deka, launched our learning resources—Jhola – The Learning Bag, Assessment Cards, and the ECCE Day Handbook—across 1,941 Anganwadi Centres in Raipur, along with libraries in 61 centres, under the Gadhbo Bachpan District Transformation Project. Joined by District Collector Mr. Gaurav Kumar and DPO Ms. Shail Thakur, the launch marks a major milestone in advancing early childhood care and education in the district.



Expansion to 1941 Anganwadis

For effective ECCE implementation and to strengthen the teaching-learning process in 1,941 Anganwadi centres of Raipur district, the ECCE State Curriculum is being implemented in collaboration with all district stakeholders. To support comprehensive execution, ongoing handholding and capacity-building of Anganwadi workers are being conducted through practical demonstrations. Quality assurance is being maintained through regular field visits and structured micro-level monitoring.



MIP Implementation



Demonstration of Jhola



Circle time Implementation



Print Rich Environment



Setting up Libraries

Micro Improvement Plans (सूक्ष्म-परिवर्तन योजना) focus on small, targeted improvements that create sustainable and scalable change in Anganwadis.



'Jhola – the Learning Bag' MIP was implemented to bridge the resource gap in Anganwadis by providing children access to TLMs during Supervisor visits and inspiring Anganwadi Workers to create their own TLMs.

Circle Time is a vital part of the daily routine. The MIP focused on the effective implementation of circle time encourages children to connect with peers, express feelings, gather collective energy, and reflect on daily routines, creating a joyful, inclusive, and emotionally safe start to the day.

The MIP on print-rich environment was introduced to all 1941 Anganwadis to develop print awareness, strengthens early reading and writing skills, builds visual memory of letters and words, and connects spoken and written language through meaningful and accessible print.

In June, the MIP on Book Setup was introduced in first-phase Anganwadis to promote meaningful engagement of young children with books and print-rich materials.

Capacity Building - Assessment and Supportive Supervision

A two-day training program was organized for all CDPOs and Supervisors to strengthen their understanding of the ECCE assessment to support regular assessment of children in Anganwadis. The training also focused on supportive supervision, equipping them to monitor centres effectively and handhold Anganwadi educators in improving the quality of ECCE.

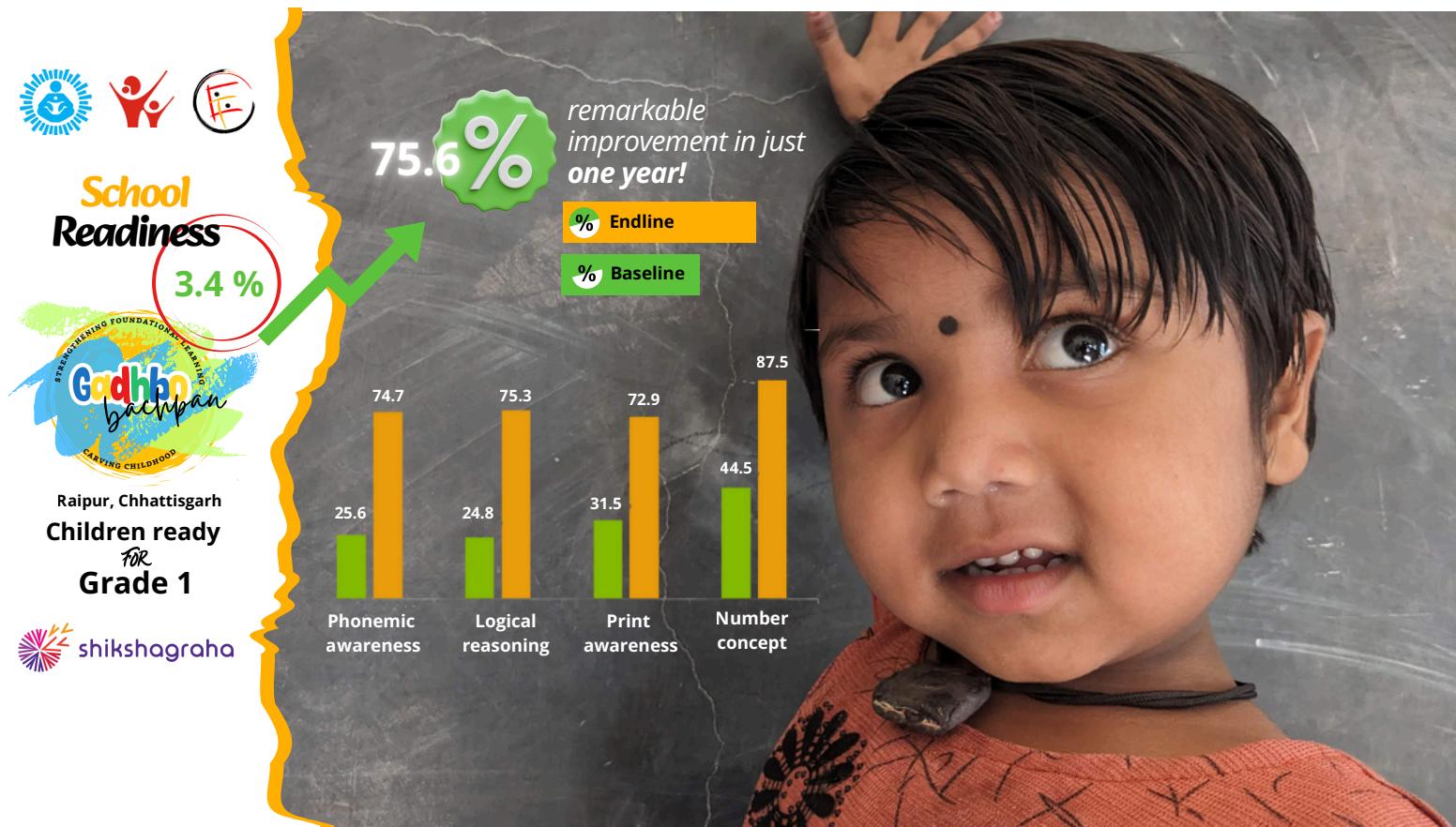


Sector Wise Training of Anganwadi Workers.

A one-day training was conducted for 1,106 Anganwadi Workers across 76 sectors and 8 projects in Raipur district, facilitated by 60 master trainers in collaboration with the Department of Women and Child Development, Chhattisgarh, under the Gadhbo Bachpan project. The training focused on implementing the ECCE State Curriculum, designing and executing Micro-Improvement Plans (MIPs), celebrating ECCE Day, strengthening monitoring processes, and deepening understanding of AWC observation and self-reporting practices across all three phases.



Endline Assessment



The Endline Assessment of the Gadhbo Bachpan initiative highlights the strength of policy-driven, systemic reform led by strong government leadership. In just one year, school readiness levels among children in Raipur's Anganwadis (Phase I of the project) rose dramatically from just 3.4% to 75.6%.

This transformation was not due to isolated efforts, but the result of a multi-layered strategy: integrating ECCE practices into policy, building the capacities of frontline workers, rolling out a contextualised ECCE curriculum, enabling micro-level improvements in Anganwadis, and establishing regular monitoring and support systems.

Equally important was the emphasis on recognising and celebrating progress, which helped sustain motivation and strengthen accountability. With the government actively engaged throughout, the initiative demonstrates that lasting change in early childhood education is not only achievable but also scalable and replicable—when driven by a shared vision, strong collaboration, and deep commitment.

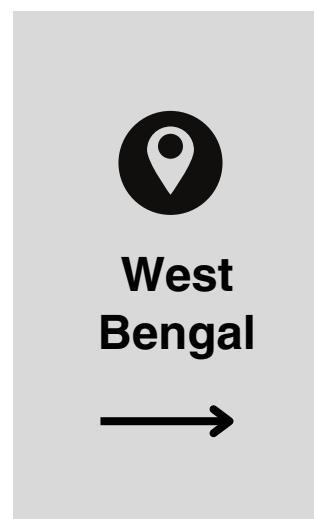
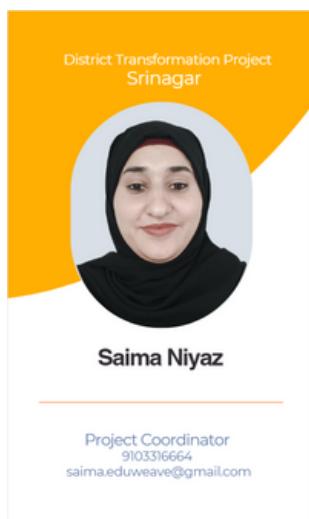
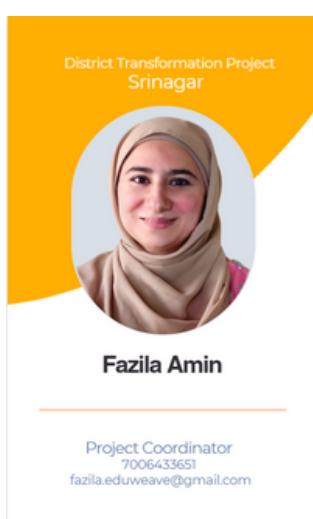
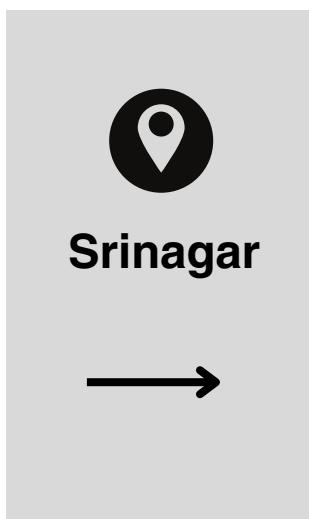
WELCOMING



Ms. Bharti
FLN Program Manager

Bharti is a passionate primary education professional with over a decade of experience in early education, resource development, and teacher support. She believes early childhood is key to shaping curious minds and compassionate hearts. Committed to creating joyful, inclusive spaces where every child feels valued, Bharti draws inspiration from everyday classroom moments and remains dedicated to meaningful learning, strong connections, and lasting impact in the education ecosystem.

We are excited to welcome our new project team members, who bring fresh energy, perspectives, and a shared commitment to quality education.



PARTICIPATION



We facilitated a training session on Joyful Learning with the committed DIET Lecturers at SCERT, Patna, in a workshop organized by Mantra4Change. Led by Abha Thakur and Baitanik Ghosh, the session focused on energizing classrooms through interactive, inclusive, and engaging teaching strategies that spark curiosity, creativity, and connection.

From playful pedagogies to reflective practices, we explored how joy can become a powerful driver of meaningful learning. The participants' enthusiasm and openness were truly inspiring—a testament to their dedication to reimagining foundational education.



HOSTED BY

SCERT Patna





Jammu & Kashmir



- Developed Anganshala- Home based learning Module
- Created ECCE Curriculum - Nanhe Kadam
- Created Activity Books for Pre-primary Schools
- Capacity Building of 165 Master Trainers on ECCE
- Developed FLN Handbook for Grade1&2

- Capacity building of 96 Master Trainers on Supportive Supervision
- FLN Handbook for Teachers
- Reading Enhancement Programme

7 States India

14 Lakh Children

4 Lakh Educators

22 Thousand Parents

82 Thousand Anganwadis

Tech Mahindra FOUNDATION

West Bengal

New Delhi

- Capacity building of 250 NDMC Nursery Teachers on ECCE in collaboration with Tech Mahindra Foundation



UNICEF
for every child

West Bengal



- Content Development for an after school bridge programme for Grades 1-V.

CII FOUNDATION

Karnataka

- Capacity Building of Anganwadi workers on ECCE and TLM's
- Development of TLM handbook

Chhattisgarh



UNICEF
for every child

- Daily Lesson plans for Anganwadis and Balwadis
- Capacity building of 600 Master trainers on ECCE and Supportive Supervision
- Training Manual for ECCE
- Monitoring Handbook
- Gadhbo Bachpan to Strengthen ECCE in Anganwadis of Raipur

CII FOUNDATION

Andhra Pradesh

- Capacity Building of Anganwadi workers on ECCE and TLM's
- Development of TLM handbook

shikshagraha



EduWeave
Foundation
For equitable education