Monthly Updates: April'25

CRISP : | Centre for Research in Schemes and Policies
Deliberate. Design. Deliver.

Quality & Universal Access to Early Childhood Care & Education through Systemic Transformation (QUEST)

CRISP's Centre for **Quality & Universal Access to Early Childhood Care & Education through Systemic Transformation**, is driven by the belief that every child in India deserves quality pre-primary education, achievable through the transformation and convergence of nutrition and education systems. QUEST adopts a low-cost, high-impact approach, and works to empower Anganwadi workers, align curriculum and pedagogy, improve infrastructure, and strengthen governance and community involvement, bridging the gap between policy and grassroots implementation in 11 partner states.

QUEST's aim is to ensure universal access to quality Early Childhood Care & Education for all 3–6-year-old children in India through systemic transformation and strengthened public delivery systems.

Objectives and Strategy of QUEST

Creating a strong Early Childhood Education (ECE) foundation requires an integrated approach focused on learning environments, curriculum, capacity building, monitoring, community engagement, and institutional strengthening. A robust learning environment—with safe, child-friendly spaces, access to infrastructure, and play-based resources—enhances engagement and school readiness. This must be supported by a well-aligned, age-appropriate curriculum delivered consistently, and empowered Anganwadi workers equipped with the right skills and mindset. Regular monitoring through defined indicators, active community involvement, and coordinated institutional efforts are critical to ensuring high-quality ECE delivery across the system.

Capacity Building

Community Engagement

Monitoring Indicators

Robust Learning Environment

Curriculum Alignment

Institutional Strengthening

Key Pillars

Major Highlights

QUEST Central Office

- Developed Version 1 of the Learning Outcomes Assessment Tool (reviewed by CSF and NATCO) and finalized pre/post evaluation tools for *Posha Bhi – Padayi Bhi* trainings for SLMTs and AWWs.
- Prepared the interim budget for QUEST Central Office and MoWCD MOU implementation across 11 States; followed up with WCD Secretaries via official communication.
- Initiated work on Aadharshila-based video content and scoped internship roles with Kautilya.

Telangana State

Developed, piloted, and finalized the Baseline Assessment Form for Anganwadis; participated in key departmental meetings and contributed to the drafting of co-location, convergence, and ECE strengthening plans across three delivery models.

Andhra Pradesh State

- Aligned AWWs training plans with Telugu-translated Adarshila themes in collaboration with SCERT; conducted ECE review meetings and submitted detailed infrastructure and resource requirements for all 104 AWCs in the Vijayawada pilot.

- Explored innovative models by visiting Sodhana Balabadi Centres and planned peer-led ECE training for 28 AWWs in the RRR Pilot area.

Meghalaya State

- Finalized the AWC Study Report for publication and advanced the Draft Cabinet Note & Memo on Early Childhood Development and Education Policy after rounds of consultation with key state officials.

- Engaged with Social Welfare and DSW leadership to draft AWC co-location guidelines and advance proposals for establishing a Project Management Unit and reviving the AWW Training Centre.

Challenges

- **Learning Outcome Evaluations:** Challenge of cutting short the evaluation time per child, and how many organizations are grappling with the same. Discussed the tool and learnings with NATCO and CSF, receiving helpful inputs. Team to work on Version 2 of the tool accordingly

- **Receiving updated data from partner status for PBPB evaluations:** altered the evaluation strategy accordingly to not need a defined sample

Learnings

Seeking feedback from peer organizations on the Learning Outcomes tool and field-testing the Baseline Tool during Sector meetings provided valuable ground-level insights, which helped refine the tools and highlighted the importance of early-stage feedback and continuous improvement.

Way Forward

- Review the newly translated Aadharshila curriculum in Andhra Pradesh and Telangana to plan further AWW training interventions in the RRR Pilot area.
- Finalize and roll out the evaluation tool for *Posha Bhi – Padayi Bhi* trainings in May, place an intern for an 8-week duration in Maharashtra, and continue follow-up with the constituency team to implement infrastructure support in the Vijayawada pilot.