



**VIJAYA  
DEEPAM**

(Vijayawada - Development of Education &  
Employment through  
Planning, Augmentation and Monitoring)

In Collaboration with

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



**SUJANA  
FOUNDATION**

**VijayaDEEPAM**

**One Year of Implementation**  
(Oct 2024 – Oct 2025)

**A collaborative initiative by the  
Centre for Research in Schemes and Policies (CRISP) &  
Sujana Foundation**



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## Project update under VijayaDEEPAM

### Summary Overview

Launched on October 16, 2024, the *Vijayawada Development of Education and Employment through Planning, Augmenting and Monitoring (VijayaDEEPAM) Project* is being implemented by Centre for Research in Schemes and Policies in collaboration with Sujana Foundation and the Department of Women Development and Child Welfare, Government of Andhra Pradesh has made substantial progress over the past year Vijayawada West Constituency. The project aims to enhancing the quality of education across key areas, including early childhood education, competency-based teaching-learning, apprenticeship embedded degree programs for better employment opportunities, drug education & life skills for students and teachers' capacity-building. CRISP has been actively supporting state governments in various initiatives aimed at enhancing the educational system.

### Key activities undertaken

Timeline	Area of Work	Output	Descriptions
Nov - Dec'24	Baseline Survey	<ul style="list-style-type: none"><li>Baseline Report submitted to WDCW, AP</li><li>Gap analysis and recommendations prepared</li></ul>	Comprehensive survey of 104 AWCs assessing infrastructure, enrolment, and ECE delivery. Identified low enrolment, poor infrastructure, limited TLMs, and lack of PP1-PP2 segregation. Submitted recommendations for strengthening ECE delivery.
Feb'25	Navchetna Training on Drug Education & Life Skills	3-day training for 40 teachers and student representatives from 9 high schools and 3-degree colleges	Training held from 11-13 Feb 2025 under <i>Nasha Mukh Bharat Abhiyaan</i> , in collaboration with SPYM. Focused on equipping teachers and students with life skills and preventive education. Included role-plays, small group sessions, and translation support. Participants prepared to conduct school-level awareness sessions.

Mar'25	Apprenticeship Embedded Degree Program	<i>Kakaraparti Bhavanarayana (KBN) College</i> introduced B.Com (Logistics) under AEDP	CRISP supported KBN College in adopting the AEDP course structure and aligning logistics curriculum. College also initiated awareness activities to increase enrolments for 2025-26.
Mar'25 & Jul'25	Play-based ECE Training for AWWs	<ul style="list-style-type: none"> <li>• 3 Training Batches completed. 1<sup>st</sup> Batch trained by Vikasa Vidya Vanam School teachers &amp; other two batches trained by Sodhana Resource persons</li> <li>• 104 AWWs trained</li> </ul>	Conducted in collaboration with Vikasa Vidya Vanam & Sodhana Trust using the Integrated approach and the <i>Aata-Paata-Maata</i> (Play-Song-Story) approach aligned with <i>Aadharshila</i> curriculum. This training aimed to build the capacities of the AWWs to implement developmentally appropriate practices that cater to the holistic growth of children
Apr'25 - Ongoing	Fortnightly ECE Review Meetings	<ul style="list-style-type: none"> <li>• 16 Review Meetings held in Vijayawada</li> <li>• Participation rate: 85-90%</li> </ul>	Bi-monthly peer-learning platform for AWWs to review fortnightly syllabus, demonstrate activities, and prepare TLMs. Fostering a strong sense of peer learning and mutual support.
Jul'25	TLM Support	Stationery kits distributed to all 104 AWWs	Each AWW received a kit with chart papers, crayons, glue sticks, colour papers, and clay to prepare Teaching Learning Materials (TLMs) appropriate to the activities. This strengthened hands-on activity implementation and local resource creation.
Jul -	Centre	<ul style="list-style-type: none"> <li>• 13 AWCs painted</li> </ul>	Own-building AWCs revamped

Aug'25	Upgradation & Co-location	<p>with child-friendly murals</p> <ul style="list-style-type: none"> <li>• 3 AWCs co-located into 2 primary schools</li> </ul>	with colourful ECE themes and learning walls to create vibrant classrooms. Three AWCs co-located for better space use and school continuity.
Aug'25	Parent & Community Engagement	Independence Day piloted in 15 AWCs and witnessed approx. 70% parents participation	AWWs showcased children's rhymes and activities to parents, reinforcing trust in AWCs as spaces of learning. Boosted parental involvement
Sep'25	Digital Resource Repository	<ul style="list-style-type: none"> <li>• 53 Sodhana videos &amp; department rhymes recorded and curated</li> <li>• Repository mapped with <i>Aadharshila</i> curriculum</li> </ul>	Developed digital repository of 53 activity and rhymes. Videos shared during review meetings to support continuous learning and practice. Rhymes also submitted to WDCW for wider dissemination.
Oct'25	Aadharshila Curriculum Study	93 AWW responses, 3 FGDs, and 16 parent interviews	On WDCW department's direction, CRISP conducted a study on the newly launched <i>Aadharshila</i> curriculum. The study analyzed field implementation, challenges, and feedback, and was submitted with actionable recommendations to the department.

# Vijayawada Development of Education and Employment through Planning, Augmenting and Monitoring (VijayaDEEPAM)

## Introduction:

Early Childhood Education (ECE) is not just about learning, it's a cornerstone of human development. The first few years of life are marked by rapid neural development, with over a million neural connections forming every second. These early experiences shape the architecture of the brain and establish the foundation for lifelong learning and behaviour. These years are a precious window of opportunity to nurture their potential, foster curiosity, and set the stage for lifelong success. In India, initiatives like the Integrated Child Development Services (ICDS) program aim to provide holistic early education and nutrition through Anganwadi Centers (AWCs). Despite these efforts, access to structured early learning remains unequal, with only about 45% of children under five benefiting from such programs (*Center on Developing Child at Harvard University*). Socioeconomic disparities play a significant role, particularly in rural and disadvantaged urban areas. Furthermore, the lack of adequate funding, infrastructure, and trained professionals limits the effectiveness of ECE services

Global organizations, including UNICEF and UNESCO, emphasize the transformative potential of ECE in achieving Sustainable Development Goal 4, which aims to ensure inclusive and equitable quality education for all. ECE programs, when implemented effectively, not only foster school readiness but also contribute to higher graduation rates, better employability, and reduced societal inequalities. Investing in ECE yields significant returns, as it reduces the need for costly remedial interventions and enhances community well-being. To enhance ECE in India, it is essential to strengthen teacher training, ensure equitable access, and increase public and private investment in early education. Community engagement, particularly involving parents, is vital for sustaining learning outcomes.

## VijayaDEEPAM

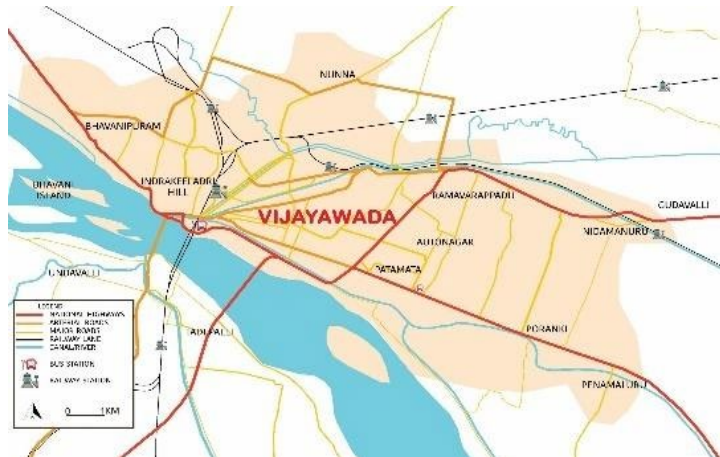
With regards to Early Childhood Education (ECE), the objective of VijayaDEEPAM implementation in Vijayawada West Assembly Constituency is to support the 104 Anganwadi Centers (AWCs) to bring transformative change in the delivery of early childhood education (ECE) to all the enrolled children. 100% provision of TLM, reorientation, capacity building and supporting AWWs to take up consistent and innovative practices to ensure quality ECE,

assessing learning levels of pre-schoolers, robust monitoring of ECE delivery, and enhancing community engagement for home-based support to the children are the proposed interventions. The project is expected to directly improve the learning outcomes and overall well-being of children in all the AWCs. The project aims to enhancing the quality of education across key areas, including early childhood education, competency-based teaching-learning, apprenticeship embedded degree programs for better employment opportunities, drug education & life skills for students and teachers' capacity-building.

The best practices emerging from VijayaDEEPAM will be shared and scaled in Andhra Pradesh through the Department of Women Development and Child Welfare. Through appropriate advocacy and demonstration they will be replicated in other States.

### Vijayawada West Assembly Constituency

Vijayawada West Assembly Constituency comprises 11 revenue zones, 22 divisions with approximately 89,000 households with a population of 3.3 lakhs. 10% of the population comprises Scheduled Castes (SC) and 1.5% of Scheduled Tribes (ST). The overall literacy rate of the constituency is approximately 80%. It is ranked among the top 10 assembly constituencies in terms of the Gross Value Added (GVA) with 80% contribution from the services sector. Major contributors towards this are real estate and other professional services along with trade, repair, hotels and restaurants, with construction industry dominating the sector.



A large number of the population works in the construction sector including masons, plumbers, electricians, etc. are resident in this constituency. Most of them live in low-income houses and slums. Their children go to government schools and low budget private schools. Majority of their pre-school children enroll in the local AWCs to access the supplementary nutrition, health and ECE services. Some of the parents send their pre-school children to private pre-schools. The constituency has 104 AWCs, 40 elementary schools, 9 high schools and 6-degree colleges.

# Baseline Survey Analysis of Anganwadi Centers in Vijayawada west constituency

## Objective of the baseline:

The objective of the study is situational landscape analysis of AWCs in the study area. The study is to understand the availability of existing infrastructure, resources availability, demography of children and requirements of AWCs.

## Research Methodology:

The study followed the universal sampling of the study area (vijayawada west constituency) i.e., covering all 104 AWCs. The study encompasses both quantitative and qualitative methodologies to provide a comprehensive analysis. Quantitative data was collected through a *survey approach* using *interview schedules* to gather information from the respondents. Conversely, qualitative techniques including *classroom observations* and *key informant interviews* were utilized to explore the topic in greater depth and acquire a nuanced comprehension.

## Observations:

### Anganwadi Workers

- The average age of AWWs is 42.5 years. Among them, only 13 are younger than 35 years old, while 43 are older than the average age.
- Among the AWWs, 34 completed X standard, 12 completed XII standard, 38 completed UG degree, and 9 completed PG degree.
- A significant portion (35%) of AWHs have education below X standard.
- Among 104 AWCs, 10 AWCs have Anganwadi Helpers (AWHs) Vacancies.



## Anganwadi centres

- There are 10 standalone AWCs and 14 merged AWCs have proximity to the government primary schools i.e., the distance from these AWCs is less than or equal to 500 meters. However vacancy classrooms availability in the primary schools are significantly less that is only 3 primary schools have vacant classroom with possibility to collocate 4 AWCs.
- 98% AWCs have functional toilets, 83.6% have a functional compound, 50% have functional TVs, only 5.7% have outdoor equipment (e.g., rope, swing), 75% AWCs have access to portable water, 92.3% have separate kitchens, 57.6% have storage rooms.
- The majority of AWC buildings (87.5%) are rented, with smaller percentages allocated to own other government buildings (12.5%) which includes community hall, and government school buildings.
- The distribution of AWCs is as follows: 5 are co-located, 2 are both merged and co-located (6 individual AWCs), 22 are merged (45 individual AWCs), and 48 are standalone.

## Enrollment

- There are a total of 5,807 children aged 3-6 years, with an average of 55 children per AWC, the maximum being 105, and the minimum 28.
- There are a total of 1,542 children aged 3-6 years enrolled, with an average of 14.8 children per AWC, the maximum being 26, and the minimum 10. The large gap between the total number of eligible children (5,807) in the catchment area and those actually enrolled (1,542) indicates a low enrollment rate.
- The age-wise enrollment data shows that for children aged 3 to 4 years, total enrollment is 1,118 with an average of 10.7 per AWC; for ages 4 to 5 years, total is 407 with an average of 3.9 per AWC; and for ages 5 to 6 years, the total is 17 with an average of 0.16 per AWC.
- Private pre-schools are admitting children from 2.5 years onwards. However, AWCs admit children from 3 years only. This is one of the reasons for low enrolment in AWCs.
- 10 AWCs have no 4-5 years of children. 91 AWCs have no 5-6 years children & rest 13 AWCs have 1 or 2 children of 5-6 years children per AWC.

## ECE Delivery

- 80% AWWs were aware of the lesson plan of the day, however most of them AWWs are not following the daily lesson plan.
- Children of PP1 and PP2 are taught PP1 syllabus in majority of AWCs, reason being PP2 children are few in numbers in these AWCs.
- Even in the merged AWCs, children are neither bifurcated as per their age nor they were taught PP1 & PP2 separately.
- Out of 19 TLMs as per WDCW preschool manual, 8-9 TLMs exist in AWCs, on average. Most of the TLMs are used for decoration, and some are unopened and unused.
- Abacus, jigsaw puzzles, puppets, flash cards, and clocks are the TLMs present beyond the WDCW preschool manual list. Water colours, peg boards, pencil set, colour papers, crayons, clay, glue sticks are majorly missing in AWCs.
- The children are reusing the workbooks which are at least 3 years old.
- Stories are neither told in colloquial language nor with using actions.
- ECE activities are started at 10:30 AM - 11:00 AM due to late arrival of children to AWCs. Parents often interrupt the ECE activities in AWC for collecting THR. After the nap, ECE activities are often not conducted.
- In AWCs dominated by Urdu speaking children, AWW teaches in Telugu. Though children are able to understand, they aren't able to respond to the AWW.
- Some AWWs have opined that dedicated pre-school teachers would increase the learning outcomes of children.

## Recommendations:

AWCs must be equipped with functional TVs, separate storage rooms, and access to clean and safe drinking water, either through water purifiers or a regular supply. Additionally, essential infrastructure like chairs, tables, and outdoor play equipment should be provided for children. To address low enrollment, community engagement and awareness campaigns through both physical means and social media should be enhanced. The procurement and distribution of TLMs, especially in AWCs with fewer resources, must be prioritized to support early childhood education (ECE). Ensure that PP1 and PP2 are taught separately in merged AWCs, as failure to do so will undermine the purpose of the merger. The provision of additional ECE resources, like workbooks, and the training of AWWs are crucial for improving educational outcomes. THR should be supplied to parents during the last five days of the month to avoid disrupting the classroom environment. Regular monitoring visits by Supervisors, CDPOs, and other officials should be conducted monthly to ensure accountability and provide ongoing support..

## Specific Recommendations

**1. Fill Workforce Gaps:** To improve the operational efficiency of Anganwadi Centers (AWCs), it is essential to address the shortage of human resources by prioritizing the recruitment of the 10 vacant Anganwadi Helper (AWH) positions. Filling these positions will not only enhance service delivery but also enable AWWs to focus more effectively on their core responsibilities, such as implementing Early Childhood Education (ECE) programs, conducting community outreach, and improving enrolment and retention rates.

*List of AWCs with vacant AWH positions*

Sector Name	AWC Code	AWC Name
SECTOR - 1	618012	NULAKAPET - II
SECTOR - 1	618016	GUPTA CENTRE
SECTOR - 1	618136	US NAGAR-IV
SECTOR - 2	618007	N STHAMBALA CTRE
SECTOR - 2	618017	RAMARAJYANAGAR -I
SECTOR - 2	618029	KOTHAPET -IV
SECTOR - 2	618133	PERRAJUCHERUVU-II
SECTOR - 2	618142	KOTHAPET-VIII
SECTOR - 3	618160	WINCHIPET-VI
SECTOR - 3	618184	PEZZONIPETA-3

**2. Physical & Functional co-location:** The survey revealed that 03 primary schools having vacant classrooms are located in close proximity to certain 04 AWCs. To optimize resources and improve functionality, it is proposed to:

1. Facilitate the physical co-location of these AWCs with the nearby primary schools.
2. Ensure the functional convergence of these centres to improve ECE delivery.
3. Provide essential amenities, including functional toilets, at the co-located centres.

The detailed list of primary schools and AWCs identified for this intervention is enclosed.

S.No.	AWC code	AWC	Primary School
1	618122	Vinchipet - 5	Mohammed Alipuram Elementary School & High School, Vinchipet
2	618125	Ravi Chettu Centre-II	Malapati Udhaya Bhaskar School
3	618152	Mallikharjunpet-III &	Adaparsmu Nagarapslaka Samasta School
4	618039	Mallikarjunpet - I	Adaparsmu Nagarapslaka Samasta School

**3. Toilet Availability:** Two AWCs lack functional toilets, which are essential for ensuring a safe and healthy environment for the children. It is requested to address this issue promptly by providing functional toilets to these centres.

Sector Name	AWC Code	AWC Name
SECTOR - 3	618051	WINCHIPET-I
SECTOR - 3	618054	WINCHIPET-IV

**4. Functional Compound:** 17 AWCs lack functional compound walls, which are crucial for ensuring the safety and security of the children. It is requested to address this issue by constructing or repairing compound walls at these centres.

Sector Name	AWC Code	AWC Name
SECTOR - 1	618005	BHAVANIPURAM 5
SECTOR - 1	618009	U S NAGAR-I
SECTOR - 1	618015	RAVICHETTU CENTRE
SECTOR - 1	618131	NEW JOJI NAGAR-III
SECTOR - 1	618132	EKALAVYA NAGAR-II

SECTOR - 2	618026	KOTHAPET-I
SECTOR - 2	618027	KOTHAPET-II
SECTOR - 2	618028	KOTHAPET-III
SECTOR - 2	618029	KOTHAPET -IV
SECTOR - 2	618030	KOTHAPET - V
SECTOR - 2	618031	KOTHAPET-VI
SECTOR - 2	618032	TRINERPET-I
SECTOR - 2	618047	TAILORPET-I
SECTOR - 2	618126	BHAVANIPURAM 6
SECTOR - 2	618149	CHINTHALAMALAPALLI-II
SECTOR - 3	618051	WINCHIPET-I
SECTOR - 3	618054	WINCHIPET-IV

**5. Functional TV:** 52 AWCs currently do not have functional TVs, which are important tools for improving children's learning experiences. It is requested that these centers be provided with operational TVs to support educational activities and enhance engagement. The detailed list is at Annexure – I.

**6. Access to potable water:** It has been observed that 26 AWCs are facing issues with water supply. These centers have not been provided with purified water or water purifiers, and the water supplied by the municipality is unsuitable for drinking or cooking. As a result, AWWs are spending their own money to buy water cans from outside.

*Annexure - II list includes colocated AWCs that do not have access to purified water.*

**7. Outdoor Play Equipment:** Only 6 AWCs currently have outdoor play equipment. The following list includes those centres that are equipped with such facilities.

Sector Name	AWC Code	AWC Name
SECTOR - 2	618018	RAMARAJYANAGAR-II
SECTOR - 2	618024	LAMBADIPET-I
SECTOR - 2	618026	KOTHAPET-I
SECTOR - 2	618028	KOTHAPET-III
SECTOR - 2	618049	PRIZERPET-I
SECTOR - 2	618151	PRIZER PET-III

However, the remaining 98 AWCs (not mentioned in the list) do not have outdoor play equipment. It is requested to provide these centres with movable outdoor play equipment, as it helps children enhance their motor skills and supports physical development.

**8. Separate teaching of PP1 & PP2:** Ensure that PP1 and PP2 classes are taught separately in the merged centers, with appropriate age-based divisions i.e, PP1 for 3+ children and PP2 for 4+ children. Failure to do so will undermine the objective of merging the AWCs. The detail list is at Annexure - III

**9. Teaching Learning Materials:** Out of the 19 Teaching Learning Materials (TLMs) specified in the WDCW preschool manual, only 9 are available on average in Anganwadi Centers (AWCs). Approximately 10 TLMs are missing in most AWCs. We request that the missing TLMs be provided to all AWCs in the West Constituency.

S.No	Teaching Learning Materials
1	Glue sticks
2	Colour papers
3	Water colours
4	Moulding clay

5	HB pencil set
6	Slates
7	Peg board shapes
8	Building blocks
9	Soft balls
10	Crayons

Additionally, the workbooks in every AWC are torn and unusable. We request the provision of new workbooks for all AWCs to ensure effective learning for the children.

### **Conclusion:**

The AWCs face significant challenges in providing quality early childhood education, with only 1,542 out of 5,807 eligible children enrolled. The AWCs are hindered by inadequate infrastructure, limited resources, and outdated pedagogical practices. Most AWCs are housed in rented buildings, and the workforce is aging, with many AWWs lacking specialized training.

To address these challenges, the above-mentioned specific recommendations need to be implemented. The goal is to transform AWCs into effective early learning environments that foster the holistic development of children.

## Annexure - I

Sector Name	AWC Code	AWC Name
SECTOR - 1	618001	BHAVANIPURAM-I
SECTOR - 1	618002	BHAVANIPURAM - II
SECTOR - 1	618004	BHAVANIPURAM-IV
SECTOR - 1	618005	BHAVANIPURAM 5
SECTOR - 1	618006	PRIYADARSINICOLINY
SECTOR - 1	618008	OLD JOJI NAGAR
SECTOR - 1	618009	U S NAGAR-I
SECTOR - 1	618013	EKALAVYA NAGAR
SECTOR - 1	618015	RAVICHETTU CENTRE
SECTOR - 1	618016	GUPTA CENTRE
SECTOR - 1	618020	PERRAJU CHERUVU
SECTOR - 1	618040	MALLIKARJUNAPET-II
SECTOR - 1	618123	VIDHYADHARAPURAM-II
SECTOR - 1	618130	NEW JOJI NAGAR-II
SECTOR - 1	618136	US NAGAR-IV
SECTOR - 2	618003	BHAVANIPURAM 3
SECTOR - 2	618030	KOTHAPET - V
SECTOR - 2	618032	TRINERPET-I
SECTOR - 2	618037	BHIMANNAVARI PET-I
SECTOR - 2	618047	TAILORPET-I
SECTOR - 2	618140	LAMBADI PET-III
SECTOR - 2	618142	KOTHAPET-VIII
SECTOR - 2	618143	TRAINER PET-III
SECTOR - 2	618144	TRAINER PET-IV

SECTOR - 2	618149	CHINTHALAMALAPALLI-II
SECTOR - 3	618033	TRINERPET-II
SECTOR - 3	618034	K L RAO NAGAR-I
SECTOR - 3	618035	K L RAO NAGAR-II
SECTOR - 3	618036	CHITTINAGAR
SECTOR - 3	618042	MAHANTHIPURAM-I
SECTOR - 3	618045	GOLLAPALEMGATTU
SECTOR - 3	618051	WINCHIPET-I
SECTOR - 3	618052	MAHANTHIPURAM-4
SECTOR - 3	618053	WINCHIPET-III
SECTOR - 3	618054	WINCHIPET-IV
SECTOR - 3	618055	KAMSALIPETA
SECTOR - 3	618057	OLD R R PET-2
SECTOR - 3	618058	OLD R R PET-3
SECTOR - 3	618059	PEZZONIPETA-1
SECTOR - 3	618060	PEZZONIPETA-2
SECTOR - 3	618092	BAPTIST PALEM-1
SECTOR - 3	618093	BAPTIST PALEM-2
SECTOR - 3	618122	WINCHIPET - 5
SECTOR - 3	618145	K.L.RAO NAGAR-III
SECTOR - 3	618146	K.L.RAO NAGAR-IV
SECTOR - 3	618148	GOLLAPALEMGATTU-II
SECTOR - 3	618155	WYNCHIPETA-2
SECTOR - 3	618156	OLD RR PET-IV
SECTOR - 3	618157	OLD RR PET-V
SECTOR - 3	618160	WINCHIPET-VI

SECTOR - 3	618184	PEZZONIPETA-3
SECTOR - 3	618190	OLD RRPETA-6

#### Annexure - II

Sector Name	AWC Code	AWC Name
SECTOR - 1	618012	NULAKAPET - II
SECTOR - 1	618014	GORILA DODDI
SECTOR - 3	618033	TRINERPET-II
SECTOR - 3	618034	K L RAO NAGAR-I
SECTOR - 3	618035	K L RAO NAGAR-II
SECTOR - 3	618036	CHITTINAGAR
SECTOR - 3	618045	GOLLAPALEMGATTU
SECTOR - 3	618051	WINCHIPET-I
SECTOR - 3	618052	MAHANTHIPURAM-4
SECTOR - 3	618053	WINCHIPET-III
SECTOR - 3	618054	WINCHIPET-IV
SECTOR - 3	618055	KAMSALIPETA
SECTOR - 3	618056	OLD R R PET-1
SECTOR - 3	618057	OLD R R PET-2
SECTOR - 3	618058	OLD R R PET-3
SECTOR - 3	618059	PEZZONIPETA-1
SECTOR - 3	618092	BAPTIST PALEM-1
SECTOR - 3	618093	BAPTIST PALEM-2
SECTOR - 3	618122	WINCHIPET - 5
SECTOR - 3	618145	K.L.RAO NAGAR-III
SECTOR - 3	618146	K.L.RAO NAGAR-IV
SECTOR - 3	618148	GOLLAPALEMGATTU-II
SECTOR - 3	618155	WYNCHIPETA-2
SECTOR - 3	618156	OLD RR PET-IV
SECTOR - 3	618157	OLD RR PET-V
SECTOR - 3	618190	OLD RRPETA-6

### Annexure - III

Sector Name	Merged AWC	AWC Code	AWC Name
Sector - 1	Merged AWC	618128	BHAVANIPURAM-VIII
		618183	BHAVANIPURAM- HB COLONY
Sector - 1	Merged AWC	618136	US NA00GAR-IV
		618013	EKALAVYA NAGAR
Sector - 1	Merged AWC	618135	US NAGAR-III
		618010	U S NAGAR-II
Sector - 1	Merged AWC	618131	NEW JOJI NAGAR-III
		618132	EKALAVYA NAGAR-II
Sector - 1	Merged AWC	618014	GORILA DODDI
		618012	NULAKAPET - II
Sector - 1	Merged AWC	618039	MALLIKARJUNAPET-I
		618154	MALLIKHARJUNAPET-V
Sector - 1	Merged AWC	618040	MALLIKARJUNAPET-II
		618153	MALLIKHARJUNAPET-IV
Sector - 1	Merged AWC	618021	KABELA
		618134	KABELA-II
Sector - 2	Merged AWC	618017	RAMARAJYANAGAR -I
		618137	RAMARAJYANAGAR-III
Sector - 2	Merged AWC	618046	CHINTALAMALAPALLI -I
		618150	TAILOR PET-III
Sector - 2	Merged AWC	618149	CHINTHALAMALAPALLI-II
		618047	TAILORPET-I
Sector - 2	Merged	618050	PRiZERPET-II

	AWC	618151	PRIZER PET-III
Sector - 2	Merged AWC	618143	TRAINER PET-III
		618144	TRAINER PET-IV
Sector - 2	Merged AWC	618025	LAMBADIPET-II
		618022	MILK PROJECT-I
Sector - 2	Merged AWC	618141	KOTHAPET-VII
		618142	KOTHAPET-VIII
Sector - 2	Merged AWC	618026	KOTHAPET-I
		618028	KOTHAPET-III
Sector - 2	Merged AWC	618029	KOTHAPET -IV
		618030	KOTHAPET - V
Sector - 2	Merged AWC	618024	LAMBADIPET-I
		618140	LAMBADI PET-III
Sector - 2	Merged AWC	618147	BHEMANNAVARIPET-III
		618139	MILK PROJECT-III
Sector -3	Merged AWC	618034	K.L. RAO NAGAR - 1
		618145	K.L. RAO NAGAR - 3
		618146	K.L. RAO NAGAR - 4
Sector -3	Merged AWC	618035	K.L. RAO NAGAR - 2
		618036	CHITTINAGAR
Sector -3	Merged AWC	618051	VINCHIPET - 1
		618054	VINCHIPET - 4
Sector - 3	Merged AWC	618061	KEDARESWARPET - 1
		618158	KEDARESWARPET - 2
		618159	KEDARESWARPET - 3
Sector - 3	Merged	618041	CHEPALA MARKET

	AWC	618043	MAHANTHIPURAM - 2
		618044	MAHANTHIPURAM - 3

## Navchetna Training for Drug Education & Life Skills



### Context for the training:

Drug use among youth is a growing concern across India, and Andhra Pradesh is not immune to this. Recent studies reveal concerning trends in the state:

- **High Prevalence:** Approximately 20 lakh individuals in the state consume alcohol problematically, with around 1.8 lakh using opioids, including heroin, opium, and pharmaceutical variants. Of these, around 70,000 are opioid-dependent
- **Youth Vulnerability:** Adolescents are increasingly affected by drug use, including inhalants and sedatives, impacting 1.5% of the population
- **State Ranking and Health Burden:** Andhra Pradesh ranks among the states with the highest burden of substance use disorders<sup>1</sup>. According to recent NCRB data, there were over 2,000 substance-abuse-related deaths in 2022, underscoring the urgent need for proactive measures in youth education and prevention<sup>2</sup>.

Owing to these, a training was organised from 11-13th February 2025 for 40 teachers, faculty, and student representatives of all the High Schools and Degree colleges in the West Vijayawada Constituency. The training utilized modules developed under the Nasha Mukta

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<sup>1</sup> Ambekar, Atul, et al. Magnitude of Substance Use in India. National Drug Dependence Treatment Centre, AIIMS, Ministry of Social Justice and Empowerment, Government of India, 2019.

<sup>2</sup> Accidental Deaths & Suicides in India 2022: National Crime Records Bureau. Ministry of Home Affairs, Government of India, 2023.

Bharat Abhiyaan by the Ministry of Social Justice and Empowerment, in collaboration with the Ministry of Education, Government of India. The **Navchetna: A New Consciousness on Life Skills and Drug Education for School Children** modules, equip children with life skills and knowledge to make informed decisions and resist negative influences, by training teachers, who serve as a primary channel for these lessons. Teachers build capacities to identify early signs of substance use among students, use evidence-based strategies for drug prevention and life skills education, and engage parents and community in supporting a drug-free environment. The training was conducted by experts from the **Society for Promotion of Youth and Masses (SPYM)**, who have played a pivotal role in developing these modules and have extensive experience in the field.

### What worked well:

- **Clear schedule and topic expertise:** The trainers demonstrated a high level of expertise and thorough preparation, with visual aids designed ahead of every session. They ensured that all content was clear and stayed focused on the objectives of each module. The schedule was meticulously followed to maintain structure and consistency across all sessions
- **Method:** The trainers did not use any PPTs. Instead, they engaged the participants by using white boards, visual aids, charts, and by implementing activities, ensuring active engagement
- **Small group sizes:** The larger group of 40 was split into 2 smaller groups of 20 participants each, which allowed for better participation
- **Role play and expert feedback:** Day 3 of the training was entirely dedicated to mock sessions by all the participants, with topics being allotted to them the previous day, and specific feedback related to content and facilitation was given to them by the trainers post their sessions
- **Translation:** Expert trainers from SPYM were aided by translators, which ensured that the content reached the participants without much transmission loss
- **Enthusiastic audience participation:** The facilitators managed to break the ice and make the sessions extremely interactive, where participants expressed their thoughts freely, asked relevant questions, and took part in role plays, games, and other activities
- **Pre and post-test:** 46 participants filled the pre-test questionnaire, 42 filled the post-test, and 40 filled the training evaluation questionnaire

## Challenges faced and learnings for future

- **Last minute dropouts:** While the approved participant list has 66 participants, only 40 turned up for the training. Despite a signed circular to relieve 4 teachers per school, owing to exam preparation, only 2 teachers per school from most schools were relieved. 2 colleges were shifted to the adjacent constituency 2 days before the training, and 1 college had no enrolment or teachers, leading to a drop out of 15 participants from colleges who were initially accounted for
- **Logistical and administrative issues:** Due to the biometric attendance for teachers, many participants first went to their school, logged in and then attended the training, delaying the commencement of the training on all 3 days
- **Translation of pre and post test:** The pre test and post test was conducted in English, leaving most participants underconfident in responding. While some participants auto-translated the questionnaire through Google, the efficacy of this was unreliable

## Way Forward:

- Translation of modules and training material into Telugu
- Analyse data from the pre-test and post-test: to be shared by SPYM Team
- Work plan for sessions to be conducted in the institutions in the academic year by the trained teachers and the student representatives
- Conduct a service mapping to identify where to refer students who need counseling and other support, like rehabilitation centres etc. in the vicinity
- Facilitating SCERT and Ministry to enable trainings for the rest of the state
- Team to work on creating and releasing circulars to the schools on -
- Master trainers can be approached by students for school-level counselling
- Contacts of helplines / external support (IRCA etc.)
- Identify an resource pool of 10-12 good teachers from the trainings who can be tapped into for future collaborations

## Play-based ECE Training for Anganwadi Workers



Submitted to: Department of Women Development &  
Child Welfare, Government of AP

## Play-based ECE Training for Anganwadi Workers

### Introduction:

The early childhood period presents a critical window of opportunity to lay the foundation for lifelong health, learning, and well being, with benefits that extend into the next generation. Andhra Pradesh's recent roll out of the new curriculum for Early Childhood care & education (ECCE), aligned with the Ministry of Women and Child Development's *Aadharshila*: National Curriculum for Early Childhood Care & Education, marks a significant step in achieving optimal outcomes for the children in the domains of physical and motor development, socio-emotional-ethical development, cultural/artistic development and development of early language, literacy and numeracy skills.

In order to ensure optimal outcomes, Andhra Pradesh alongside the Ministry of Women & Child Development's organized a 3-day *Poshan Bhi Padhai Bhi* (PBPB) training, the state organised a 6-day Gnana Jyothi training under the SALT (Strengthening Andhra's Learning Transformation) Program in early 2025. Before these, the Anganwadi workers' ECE training was reported in 2018-19, which primarily focused on creating Teaching Learning Materials (TLM), setting up preschool environments, managing multi-grade classrooms, and conducting basic classroom activities. Although AWWs are conceptually aware of ECCE, challenges persists in terms of implementing play based activities aligned with *Aadharshila*, managing multi-age classrooms, aligning the activities to children's learning outcomes, conducting child assessments and creating child centred, inclusive and joyful environment for all children in the centre. To address these challenges, CRISP has collaborated with organizations and provided the trainings to the AWWs in VijayaDEEPAM AWCs.

CRISP, in collaboration with Vikasa Vidya Vanam, conducted the first phase of training in March for 30 Anganwadi workers in Vijayawada, as a part of its efforts to strengthen Aadharshila aligned Play based learning. Building upon this, as a part of CRISP pilot initiatives in Vijayawada, CRISP in collaboration with Sodhana Trust organized a comprehensive training program to equip remaining 74 Anganwadi Workers (AWWs) in play-based learning, child-centered pedagogy, as a follow-up to the PBPB and Gyanajyothi trainings, aimed at providing continued handholding support to AWWs. The training was designed and delivered by a three-preschool teachers team from Vikasa Vidya Vanam and three-seasoned trainers from Sodhana Trust. It focused on equipping AWWs with activity-based teaching methods using the "*Aata- Paata-*

*Maata*" (Play–Song–Story) & Integrated approach to make foundational learning in Telugu, English, Mathematics, and Environmental Science more joyful and engaging. The training was conducted in two phases:

- VijayaDEEPAM Pilot Trainings:  
Batch 1: Held at KBN College, Vijayawada on 18th & 19th March 2025
- VijayaDEEPAM Pilot Trainings:  
Batch 2 & 3: Held at KBN College, Vijayawada from 30th June to 3rd July 2025

This training aimed to build the capacities of the AWWs to implement developmentally appropriate practices that cater to the holistic growth of children - covering physical, cognitive, language, and social-emotional domains - using low-cost, locally available resources. The training also promotes joyful classroom practices, peer learning, and the integration of ECCE curriculum themes through activities.

### Objectives of the Training:

The primary objectives of this training were:

- To familiarize AWWs with the Integrated Approach that connects multiple concepts through theme-based and play-based learning
- To equip Anganwadi Workers with activity-based, child-centered teaching methods
- To introduce foundational concepts in environmental science, mathematics, English, and Telugu through songs, rhymes, games, and storytelling

### Training Methodology:

The training employed an interactive and participatory methodology, "*Aata – Paata – Maata*" (Game – Song – Story). Key aspects of the methodology included:

- Theme-based facilitation (e.g., "My Family") to naturally connect language, math, socio-emotional skills, and environmental awareness through story telling, rhymes, and hands-on demonstrations.
- Use of rhythm-based tools (kanjeera), action songs, and games
- Integration of development domains across all activities and action songs.

### Key Observations:

- The sessions began with a prayer and a patriotic song, which helped set a positive and energetic tone. Participants displayed greater interaction and energy compared to

traditional theory-based trainings.

- Some AWWs voluntarily came forward to share how they have already been trying out theme-based teaching in their centres, which led to rich peer learning during the sessions.
- Each day ended with a group reflection where AWWs discussed what they learned, clarified doubts, and shared their takeaways.
- Trainers emphasized bridging the home and Anganwadi learning environments by encouraging AWWs to include examples, vocabulary, and practices from the child's daily home life, especially while dealing with the "My Family" theme.
- Trainers effectively adapted to the participants' levels, facilitating smooth communication. Strong trainer-trainee bond established which includes open communication, laughter, and encouragement throughout.
- The reliance on kanjeera and handmade charts made learning sustainable and cost-effective. The incorporation of local rhymes, songs, and language fostered an emotional connection with the participants.
- Aata-Paata-Maata Pedagogical approach consistently engaged participants. Action songs were used to introduce concepts like colours, fruits, telugu letters, english letters, numbers, and making learning fun and engaging.
- The activities demonstrated during the training were easily replicable in Anganwadi settings with minimal resources. Activities such as *Chaduvula Kavidu*, *Parugo Parugo*, and *Chaduvula kurchi* were demonstrated by the trainers. These games are well-suited to the themes in the state curriculum and can be easily used by AWWs during classroom teaching.
- Each activity addressed multiple developmental domains, including physical, cognitive, social, and language.
- These activities also encouraged peer learning and teamwork among children. The trainers motivated AWWs to create their own songs for each Telugu letter, and many AWWs even prepared songs as part of their homework
- The sessions highlighted the importance of seeing, listening, speaking, reading, and writing (SLSRW) when teaching any language. The trainers also clearly explained the six stages involved in learning to write letters.
- The importance of storytelling in classroom teaching was also emphasized. The trainers showed how to turn one-way teaching into interactive dialogue using role play, ensuring that every child takes part in the story.
- Post the training, AWWs received stationary kits in Vijayawada pilot centres which will help them to create materials for conducting activities.

## Decisions taken by AWWs :

At the end of the trainings, the AWWs, in consensus with the CRISP team took the following decisions:

1. We will sing and actively implement the songs, rhymes, and action-based activities we learned during the training sessions in our centres, encouraging play-based learning through the *Aata-Paata-Maata* approach to make learning more engaging and child-friendly.
2. We will incorporate the SLSRW (Seeing, Listening, Speaking, Reading, Writing) approach and follow the six stages of writing to teach letters.
3. We will narrate stories using the roleplay method to make storytelling more engaging and interactive. We will create simple rhymes and utilize them to introduce Telugu and English letters effectively.
4. We will connect and align the activities learned in the training with the relevant themes and concepts in our ECCE curriculum. We will closely observe whether each child is achieving the intended learning outcomes/domains through every activity, and take necessary steps to ensure progress.
5. We will prepare Teaching-Learning Materials (TLM) using the stationery provided and use them meaningfully during activities
6. In addition to the above, they expressed their willingness to attend and eventually conduct fortnightly review meetings as a follow-up to the training to reinforce the learnings in the following schedule: Vijayawada: 2<sup>nd</sup> & 4<sup>th</sup> Fridays of every month
7. So far, 16 such meetings have been organized across pilot areas with active participation.

## Annexure Training Summary

Batch 1 (Vijayawada)
<p>Dates: 18<sup>th</sup> &amp; 19<sup>th</sup> March 2025</p> <p>Venue: KBN College</p> <p>Participants: 30</p> <p>Anganwadi Workers</p> <p>Trainers: 3</p> <p>Supervisor: 1</p> <p>CRISP Team: 6 members</p>

Batch 2 (Vijayawada)	Batch 3 (Vijayawada)
<p>Dates: 30<sup>th</sup> June &amp; 1<sup>st</sup> July 2025</p> <p>Venue: KBN College</p> <p>Participants: 36</p> <p>Anganwadi Workers</p> <p>Trainers: 3</p> <p>Supervisor: 1</p> <p>CRISP Team: 3 members</p>	<p>Dates: 2<sup>nd</sup> &amp; 3<sup>rd</sup> July 2025</p> <p>Venue: KBN College</p> <p>Participants: 37 Anganwadi Workers</p> <p>Trainers: 3</p> <p>Supervisor: 1</p> <p>CRISP Team: 4 members</p>

### DAY 1:

The session started with a prayer, introduction of participants, trainers, CRISP team followed by a patriotic song.

1. **Environmental Science:** Introduce children to surroundings, daily life, nature, fruits, animals through physical activities and rhymes.

#### Songs & Rhymes:

- "Pandu Amma Pandu" – Fruit names and physical activity
- "Kaakamma Nalupu" – Rhyme on colours
- "Podhuna Manam Levali" – Good habits and daily routine

- "Aadhivaram" – Days of the week

### Activities & Games

- *Game: Pandu Amma Pandu* – Musical chair concept using fruits instead of chairs, with one fruit erased each round (This game can be used to teach other concepts also. Eg: letters, numbers, etc)
- *Game: Bird-Animal Jump Game* – Jump for bird names, stand still for animal names. Differentiating between animals and birds.
- *Game: Cheppuko Chooddam* – The blind folded person needs to identify people by voice/touch
- *Fishing Game* – It enables children to identify the letters, numbers.
- *Cycling Activity* – Enhances gross motor skills and could be used as an energizer.

## 2. Telugu Language Domain: Introduction of language through action songs, games and rhyme creation.

### Songs & Rhymes:

- "Anganwadi Pillalu" – Acts as an energizer
- "Gili Gili Yevorochu" – Name-calling and memory song
- "Adhi Na Banthi Telugu" – Body parts
- "Aatalante Maakistam" – Love for games
- "Choopidu Velu" – Body parts
- "Achulu" – Telugu alphabet introduction using rhymes

### Activities & games:

- 6-Step alphabet writing Technique: (also used for English, numeracy)
  1. Stacking seeds/stones on letter shapes
  2. Stacking with sand
  3. Tracing the letter with finger
  4. Dot connecting
  5. Water writing
  6. Chalk writing
- *Parugu Parugu* : matching the letters ( telugu, English, numeracy)
- *Chepthey theestham* : letter/ number recognition.
- Homework was given to AWW to write poems in the allotted Telugu alphabet.

## DAY 2 :

The day 2 session started with a prayer, patriotic song, and homework review. The homework made AWW confident enough to prepare poems and make them realize their potential.

1. **Mathematics:** Strengthen number concepts, quantity, position, comparison and counting through rhymes and games.

### Songs & Rhymes:

- A special action song on Mathematics "*Ganithamlo Em Undi*" was well-received. It helps reduce children's fear of the subject and makes learning Mathematics enjoyable.
- "*Thotakoora Andinkadha*" – Vegetable shape/size recognition
- "*Biscuit Lamma Biscuitlu*" – Numeracy
- "*Aidhu Ramachilukalu*" – Counting
- Activities & Games:
  - *Big Pot - Small Pot Game* – Understanding size through hand movements
  - *In & Out Game* – knowing the direction.
  - *Kodipunjulata* – enhances numeracy skills through healthy competition.
  - *Magic Trick with Numbers* – stimulates curiosity in numerical patterns
  - *Meere Entha Mandi - Cheppinantha Mandi* – number concept
  - *Parugo Parugu* – matching numbers

2. **English Language Domain:** Introduction to English Language through simple rhymes, group activities and games.

### Songs:

- "*God is One*" – English prayer
- English Rhymes – on letters, sounds.

### Activities & Games:

- *Parugo Parugu*
- *Chepthey theestham*
- *Fishing*



*Training at KBN College, Vijayawada*



*Training at KBN College, Vijayawada*

## Centre Upgradation and Co-location

As part of the VijayaDEEPAM initiative's ongoing efforts to strengthen the Early Childhood Education (ECE) environment, July and August 2025 marked a significant phase focused on *Centre Upgradation and Co-location*. The goal was to transform the physical learning spaces of Anganwadi Centres (AWCs) into vibrant, child-friendly environments and to enhance continuity between pre-primary and primary education through strategic co-location.

### Creating Child-friendly Learning Spaces

Thirteen Anganwadi Centres were upgraded with freshly painted, colourful murals and interactive learning walls. Each centre adopted an age-appropriate Early Childhood Education theme, designed to stimulate curiosity and joy in learning. Walls were transformed into active learning tools featuring numbers, alphabets, shapes, local animals, fruits, and community symbols helping children learn through observation and play.

This transformation went beyond beautification. The process was rooted in the idea that the physical environment serves as the “third teacher.” By surrounding children with meaningful visual stimuli, the centres encourage independent exploration, creativity, and cognitive engagement. Teachers reported that the upgraded ambience not only enhanced children's interest but also improved daily attendance and classroom participation. The themes for each centre were locally inspired and contextually relevant. Such relatable imagery helped children connect their learning to real-world experiences, strengthening early comprehension and communication skills.

### Co-location with Primary Schools

To ensure smoother school readiness and transition from pre-primary to primary grades, three Anganwadi Centres were co-located into two nearby primary schools. This integration allowed for better space utilization and stronger linkages between the pre-school and early grades. Co-location also created opportunities for Anganwadi Workers (AWWs) and primary school teachers to collaborate, aligning their teaching practices and supporting children's developmental continuity. Children now share a common learning environment where they can see and interact with older peers, making the idea of “school” less intimidating and more aspirational. Parents, too, expressed satisfaction with the co-located model, as it allowed siblings to study within the same campus, reducing commuting difficulties and ensuring consistent attendance. The model also encouraged greater involvement of School Management Committees (SMCs) and community members in supporting early childhood education activities.



## Fortnightly ECE Review Meetings

### Introduction

This report outlines the structure, objectives, achievements, and challenges of the Fortnightly Early Childhood Education (ECE) Review Meetings for Anganwadi Workers (AWWs) across CRISP pilot areas. To strengthen the implementation of Early Childhood Education (ECE) in Anganwadi Centres (AWCs), *Fortnightly ECE Review Meetings* were initiated in April 2025. This initiative emerged following the successful completion of the 1st Phase of training of VijayaDEEPAM pilot, where Anganwadi Workers (AWWs) expressed enthusiasm and consensus for establishing a regular peer learning platform.

Initially piloted in Vijayawada with 30 AWWs, the review meetings demonstrated significant positive outcomes in facilitating collaborative learning and curriculum implementation among AWWs. The success of this model led to its expansion to all AWWs under VijayaDEEPAM pilot, after completing their respective training phases. The scaling up was undertaken with the full consensus and active participation of AWWs from these pilot projects to ensure their ownership. So far, 16 Fortnightly ECE Review meetings were conducted in VijayaDEEPAM pilot centres.

The review meetings operate on a fortnightly cycle, bringing together AWWs from different centers to create a structured platform for peer learning, curriculum implementation, and collaborative problem-solving. This approach recognizes the valuable experiential knowledge that AWWs possess and leverages collective wisdom to address implementation challenges.

### Objectives

The primary objective of the Fortnightly ECE Review Meetings is to enhance peer learning among Anganwadi Workers. Specifically, these meetings aim to:

1. Provide a **collaborative platform** for AWWs to exchange experiences, share practical knowledge, and engage in mutual learning
2. Enable AWWs to **collectively discuss and demonstrate** the curriculum for the upcoming two weeks, ensuring familiarity and preparedness for effective classroom implementation
3. Identify and collaboratively solve challenges faced by AWWs in implementing ECE activities at their centres, fostering an **open dialogue around progress made** and potential solutions
4. Guide AWWs on integrating all **developmental domains** (social, emotional, motor,

language) into daily activities and enriching the learning experience.

5. Encourage the adoption of playful, engaging, and interactive teaching approaches, including the use of energizers, new stories, and rhymes
6. Discuss **effective creation and use of teaching-learning materials (TLMs)** and ensure their accessibility to children

## What Has Worked Well

The Fortnightly ECE Review Meetings have demonstrated significant success in several areas:

1. AWWs have actively participated, shared their experiences, and demonstrated activities, fostering a strong sense of **peer learning and mutual support**. The consensus-based approach has ensured high engagement
2. Review meetings have helped **increase the time spent** on ECE in the centres
3. The meetings provide a detailed overview of the new Aadharshila book structure and upcoming fortnightly syllabi. This has helped AWWs become familiar with the content in advance and **gain clarity on the curriculum**, leading to **better preparedness** for classroom implementation
4. AWWs have shown improved implementation of post-training practices. Children's engagement has improved due to better preparedness of AWWs and **effective mapping of Sodhana activities**
5. Improved **child involvement** in storytelling and activities, with a noticeable shift toward playful, interactive practices
6. During the review meetings, AWWs are preparing TLMs using the provided stationery for the upcoming fortnight's activities
7. Live demonstrations of activities by AWWs have proven highly effective for mutual learning and reflection. **Constructive feedback and suggestions** are provided to
8. integrate more developmental domains into each activity
9. Regular participant feedback improved meeting usefulness, highlighting support needs, challenges with remote access, difficulty in audio materials, lengthy English rhymes, and story content gaps
10. **New concepts and energizers**, such as the "Chaduvula Koorchi" game and "Bhoom Bhoom Snap Snap" energizer, have been successfully introduced and adopted, boosting energy and engagement

## Challenges Faced

Despite the successes, several challenges have been identified during the review meetings:

### Administrative Challenges

- A major challenge, particularly noted in Vijayawada, is the lack of a proper, fixed venue to accommodate all AWWs (nearly 35 AWWs) for the review meetings. This makes selecting a suitable location for each meeting difficult
- Despite prior communication, Supervisor participation in the review meetings has been limited, with some not attending at all or taking ownership of the sessions

### Implementation Challenges

- AWWs found the English rhymes in the new curriculum too difficult to learn and teach effectively due to their complexity and length. They requested support in simplifying & demonstrating these rhymes
- Some centers faced low child enrollment, often with more children in the 2+ age group than 3+, making it challenging for age-appropriate implementation of activities

## Conclusion

The Fortnightly ECE Review Meetings have emerged as a meaningful platform for peer learning, practical curriculum planning, and collective problem-solving among Anganwadi Workers. These sessions have not only deepened AWWs' understanding of the curriculum but also strengthened their confidence. The steady increase in ECE time, improved classroom engagement, and enthusiasm for collaborative demonstrations reflect the growing sense of ownership among AWWs.

However, addressing challenges like transport barriers, lack of venue infrastructure, and limited supervisor involvement is crucial for sustaining this momentum. Simplifying complex content and ensuring access to age-appropriate materials will further help AWWs. With continued support, these review meetings can evolve into a robust system for continuous learning, ultimately enriching early childhood education at the grassroots level.



# Leveraging Independence Day to Deepen Community Participation in Early Childhood Education

## Background

Recently concluded the ECE trainings with Sodhana Trust and Vikasa Vidya Vanam across all our pilot centres to equip AWWs in child-centered pedagogy as a part of its efforts to strengthen Aadharshila aligned play based learning. To keep this momentum alive, fortnightly ECE review meetings have also been initiated. These meetings are giving AWWs a collaborative platform, encouraging AWWs to share experiences, demonstrate activities, and engage in peer-to-peer learning. With these initiatives, our Field Coordinators have observed that Anganwadi Workers are spending more quality time with children on learning activities. Slowly, our centres are beginning to look and feel less like just feeding places and more like small learning classrooms. We felt that Independence Day would be the right moment to let parents see this change for themselves and to invite them to be part of their child's learning journey.

## Introduction

The State had also sent a circular encouraging celebrations with children dressing up as freedom fighters. Taking this forward, 15 pilot centres, where AWWs came forward voluntarily, organised not only the usual celebrations but also games, competitions, and small demonstrations of what children are learning. When parents see children reciting rhymes, demonstrating action songs, performing activities confidently, it builds trust and pride. It also helps them realise that the AWC is not just a place for nutrition but also a gateway to their child's growth and readiness for school.

Independence Day was celebrated across 15 Anganwadi Centres in the VijayaDEEPAM pilot. The program created a participatory environment, with 65–70% of parents attending which is an improvement compared to regular ECCE Days. The programme began with the flag hoisting ceremony, where children and parents gathered. Some children came dressed as freedom fighters, symbolising the spirit of Independence. Following the flag hoisting, Anganwadi Workers addressed the gathering, speaking on the importance of Independence Day. Chocolates were distributed to all children.

## Demonstrations & Parents engagement

AWWs used the event as an opportunity to engage parents meaningfully. They are:

- Shared information on the daily activities being conducted in the AWCs
- Highlighted their children's learning progress
- Emphasised the importance of sending children on time to the centres to ensure they benefit fully from structured learning

To showcase children's learning, AWWs conducted activity demonstrations and rhyme recitals in front of parents. Children performed rhymes and activities such as *All Man Lucky Man*, *Red Red Apple*, *Pandlu Kurchi*, *Thayya Thakka*, *Banthi Banthi*, *Biscuits*, *Ganitham lo Emundhi*, among others. Parents were visibly happy, clapping and encouraging children during the performances.

A special highlight was the prize distribution activity, where parents distributed small prizes to children (ensuring no parent awarded their own child). This created a sense of inclusiveness, reinforced the message that every child is a winner, and strengthened parent-child-AWW bonding.

## Feedback

- AWWs' Feedback: AWWs expressed happiness over the scale of parental involvement. They shared that parents usually hesitate to attend ECCE Days, often citing excuses. However, this time many parents not only came but stayed until the programme concluded. They requested that such programmes be conducted more frequently to sustain parent involvement.
- Parents' Feedback: Parents noted that their children sing rhymes and narrate stories at home, reflecting the learning happening at the AWCs. They also appreciated the opportunity to witness their children's performances first-hand. Several parents admitted that they had previously assumed AWC programmes were mostly for photos and formality. This time, however, they were able to witness their children's demonstrations.

## Way Forward

The Independence Day celebrations demonstrated that when parents are invited into the learning process, they respond with enthusiasm and pride. It was not just a festival but it became a community event centred on children's learning. As we continue with fortnightly ECE review meetings, we plan to encourage AWWs to integrate such community-driven events more often to help parents see their children's growth first-hand and strengthen the bond between AWC, family, and community.



# A Study of Aadharshila Curriculum Adoption and Child Engagement in Anganwadi Centres of Andhra Pradesh



Submitted to:  
Department of Women Development &  
Child Welfare, Govt. of AP  
October 2025

Centre for Research in Schemes & Policies (CRISP)

# A Study of Aadharshila Curriculum Adoption and Child Engagement in Anganwadi Centres of Andhra Pradesh

## Introduction

The Government of India launched the Aadharshila curriculum in April 2024 to strengthen Early Childhood Education (ECE) across Anganwadi Centres (AWCs). Targeting children aged 3 to 6 years, the curriculum emphasises foundational literacy and numeracy while promoting play-based, joyful, and culturally relevant learning through rhymes, stories, creative & aesthetic, and physical activities. Its purpose is to prepare children holistically, that is, cognitively, socially, emotionally, and physically so that they enter primary school with confidence and readiness. In Andhra Pradesh, the Department of Women Development and Child Welfare translated the curriculum into Telugu and began its implementation from July 2025, after the *Poshan Bhi Padhai Bhi* (PBPB) Phase 1 and the state's *Gnana Jyothi* trainings to equip Anganwadi Workers (AWWs) with the necessary skills and knowledge to transact the curriculum.

As of October 2025, the curriculum has been in operation for three months and it is important to understand how the curriculum is working on the ground. Anganwadi Workers are at the centre of this effort, and their feedback is critical to assessing whether children are engaged, whether the activities are practical and culturally relevant, and what challenges exist in implementation. It is also crucial to understand parents' understanding of the new curriculum as they are also responsible for creating a harmonious learning environment at home to reinforce the learnings from the AWC for the children. By capturing their experiences, this case study aims to generate evidence on the effectiveness of Aadharshila and provides suggestions for further improvement, if any.

## Objectives

- The study aims to understand how the Aadharshila curriculum is being implemented across Anganwadi Centres and how it influences children's learning and engagement. Specifically, it seeks to:
- Understand the **implementation and effectiveness of the Aadharshila** curriculum across Anganwadi Centres, including classroom practices, activity completion, engagement levels, and challenges faced.

- Explore **children’s learning and behavioral responses** on how they engage with different types of activities and the observable outcomes at the centre and home.
- Capture **parents’ perspectives** on their children’s experiences, and expectations from early childhood education.

## Methodology

The study encompasses both quantitative and qualitative methodologies to provide a comprehensive analysis. Quantitative data was collected through a survey approach to gather information from the respondents. Conversely, qualitative techniques including Focus Group Discussions (FGDs) were utilized to explore the topic in greater depth and acquire a nuanced comprehension.

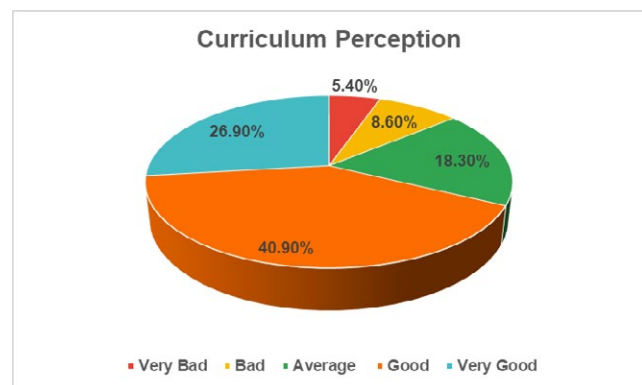
93 AWWs were selected from vijayawada pilot centres for the study using purposive sampling. These respondents are part of the ongoing CRISP intervention wherein they are provided regular handholding support for curriculum familiarisation. In addition, five Focus Group Discussions and 16 parent interviews were conducted. This mixed-method approach enabled both statistical assessment and a nuanced understanding of implementation realities.

***Disclaimer:** It is important to note that the surveyed AWWs have been part of multiple interventions, including additional play-based ECE trainings, provision of stationery kits, and several rounds of peer-led review meetings where the upcoming fortnight’s curriculum is discussed in depth. Therefore, the findings may not fully represent the perspectives of all AWWs across the state toward the newly introduced curriculum. However, they do highlight the potential of the new curriculum when supported with adequate training, scaffolding, and continuous handholding.*

## AWW Survey Findings on Aadharshila curriculum

### Overall Perception of Aadharshila Curriculum

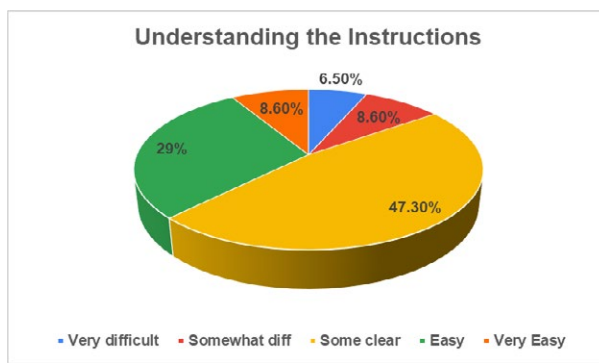
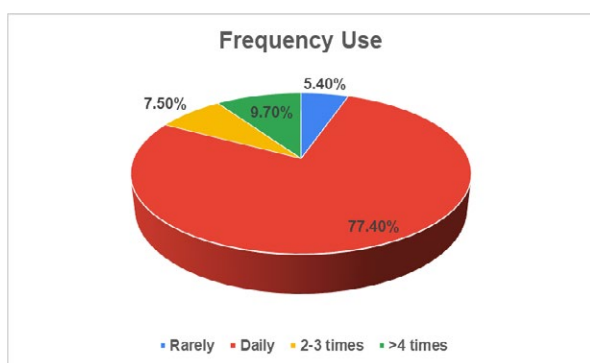
Most Anganwadi Workers expressed a positive view of the new *Aadharshila Curriculum*. 67.8% rated it as *Good* or *Very Good*, while 18.3% rated it *Average*. Only 14% of AWWs rated it as *Poor* or *Very Poor*. Further FGDs revealed that AWWs who expressed a positive view of the new



Aadharshila Curriculum appreciated its diversity of activities, child-centered design, age-appropriateness and detailed instructions on how to conduct the activities. Conversely, those who expressed a negative view cited challenges such as insufficient appropriate TLMs, lengthy and complex english rhymes, non-repetition of activities.

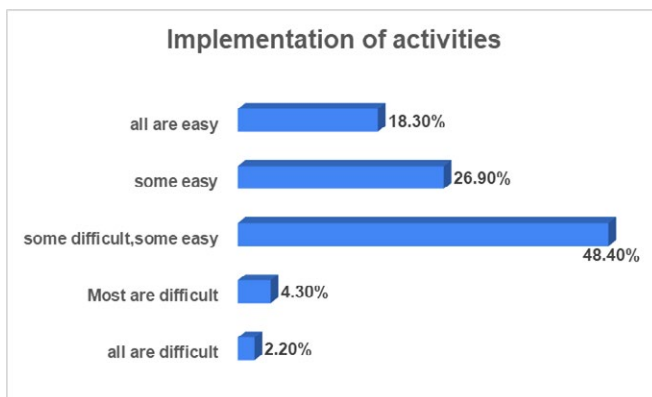
### Frequency of Use and Understanding the instructions

A large majority (77.4%) of AWWs reported referring to the Aadharshila book daily, another 9.7% used it more than four times a week, 5.4% used it rarely and 7.5% used 2-3 times a week. In terms of clarity, 47.3% AWW found the instructions of the activities *somewhat clear*, 29% found them *easy*, 8.6% *very easy* and 15.1% found them *difficult & very difficult*.



### Implementation of Activities

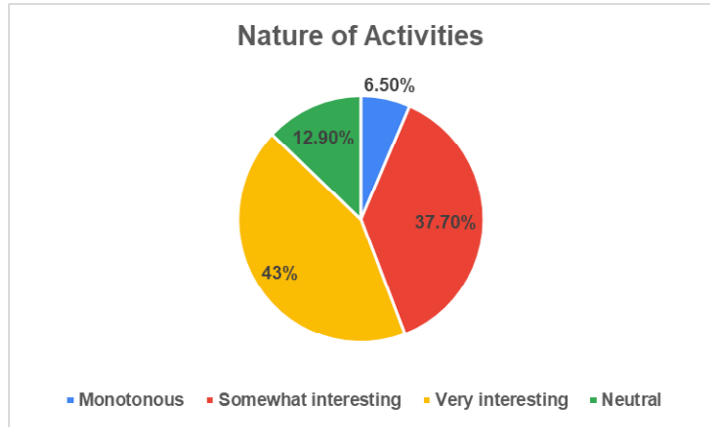
While nearly half of the AWWs (48.4%) reported that some activities were easy and some were difficult, 45.2% found most or all activities easy. A small proportion (6.5%) perceived the activities as largely difficult. These findings indicate that the majority of AWWs have adapted to the new curriculum, though a notable segment continues to face implementation challenges.



### Nature and Engagement of Activities

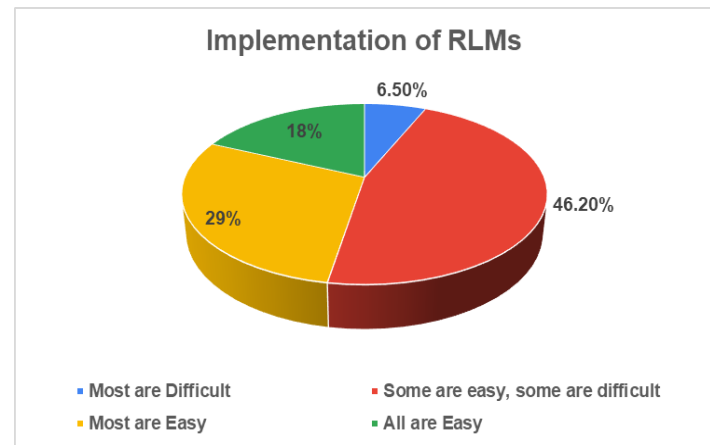
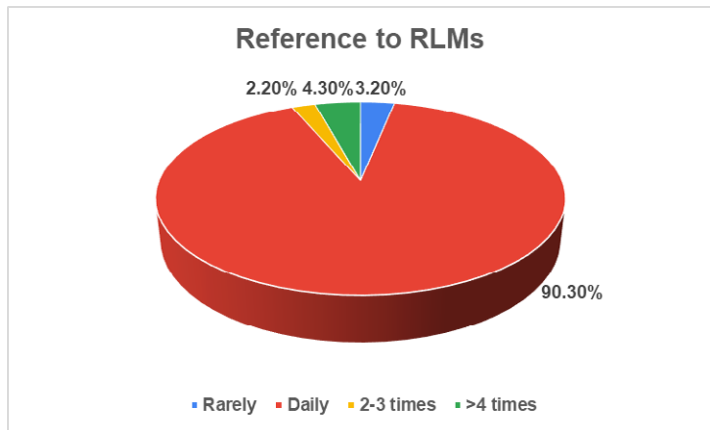
43% described them as *very interesting/interactive*, and 37.7% as *somewhat interesting*. Only 6.5% found them monotonous. Further, FGDs revealed that activities involving telugu rhymes, physical activities, art and craft were consistently described by AWWs as the most interesting and interactive for children. These activities kept children engaged, encouraged

participation, and were easier for AWWs to conduct due to their play-based and hands-on nature. In contrast, worksheet-based tasks, lengthy English rhymes, and repetitive conversation-based activities were often described as monotonous. AWWs mentioned that these required children to sit for longer durations, reducing attention and participation



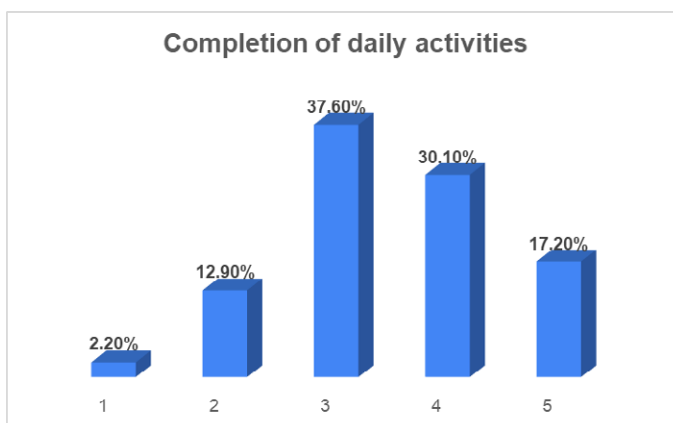
### Reference to Daily RLM Messages

Nearly all AWWs (90.3%) referred to the daily RLM messages, showing strong adherence to departmental communication. Only 3.2% said they rarely followed them. In terms of ease, 46.2% found RLMs *some are easy to implement and some are difficult to implement*, while 47.3% said *RLMs are easy to implement* and 6.5% said RLMs are difficult to implement.



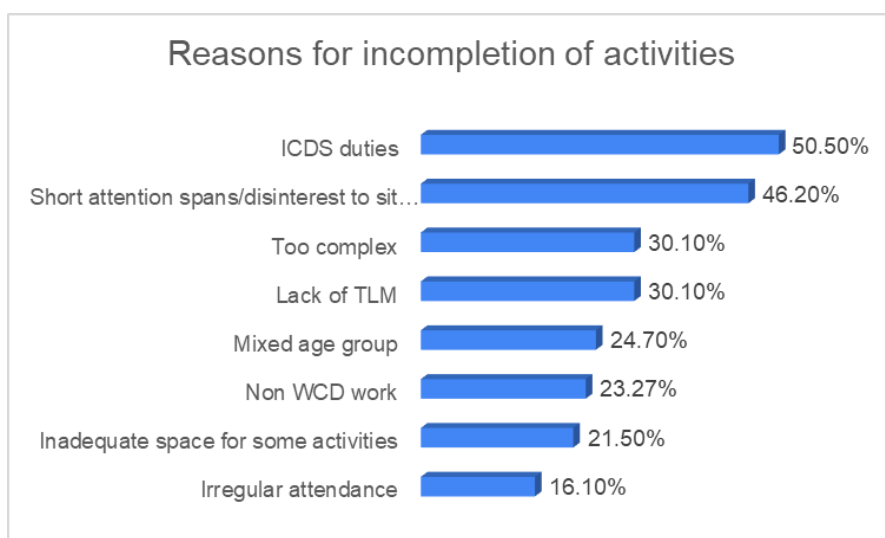
## Completion of Daily Activities

Only 17.2% of AWWs managed to complete all five daily RLM activities. The majority of 37.6% completed 3 activities per day, 30.1% completed 4 activities per day, 12.9% completed 2 activities per day & 2.2% completed 1 activity per day, suggesting that while implementation is consistent; time constraints, parallel ICDS duties, and extended recaps contributed to incomplete daily activity coverage.



## Reasons for Incomplete Activities

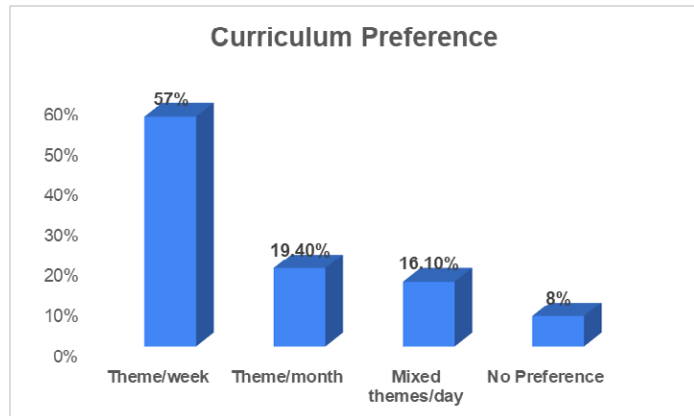
The reasons stated for not completing all activities are ICDS duties (50.5%) and children's short attention spans (46.2%), with other factors like activity complexity, lack of appropriate TLMs, mixed age groups, and non-WCD work also contributing. Space constraints (21.5%) and



irregular attendance (16.1%) further affect activity completion. AWWs shared that the ICDS duties limiting their time for preschool activities include record-keeping and documentation work, APP work (Poshan Tracker, Bala Sanjivini APP), weighing and growth monitoring of children, distribution of THR, assisting in immunization drives, and home visits. These responsibilities, combined with administrative reporting requirements, often reduce the effective instructional time available for ECE sessions.

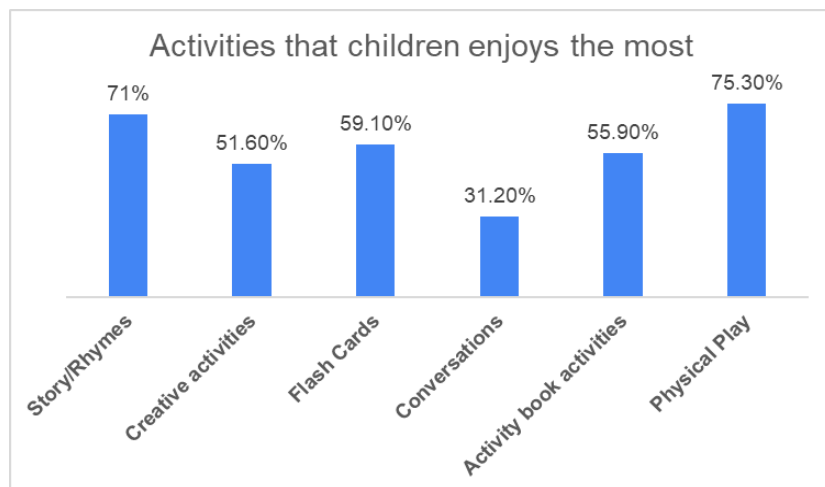
## Curriculum Design and Preference

76% of AWWs preferred to not have multiple themes per day, out of which 57% preferred one theme per week, and 19.4% suggested one theme per month. Only 16.1% favored the existing method of having multiple themes covered in a single day. AWWs said that having multiple themes in a day makes activities disconnected, which confuses children and reduces their ability to understand and remember concepts.



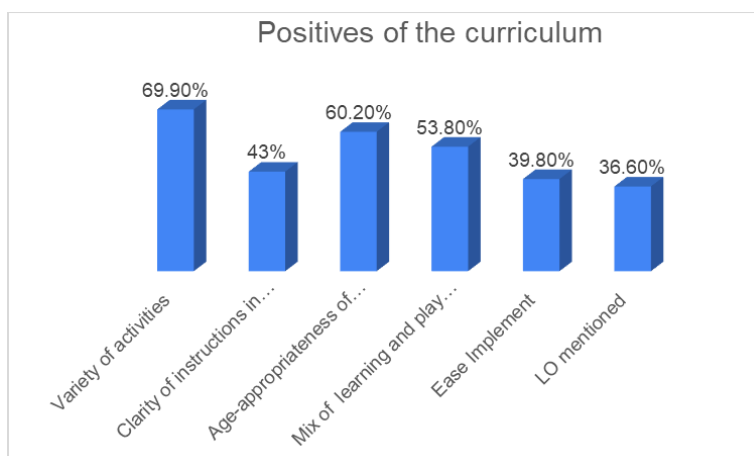
## Children's Engagement

AWWs reported that children mostly enjoy physical play (75.3%), followed by stories and rhymes (71%), while conversations engage the least number of children (31.2%). This suggests that hands-on and interactive activities are more appealing to children.



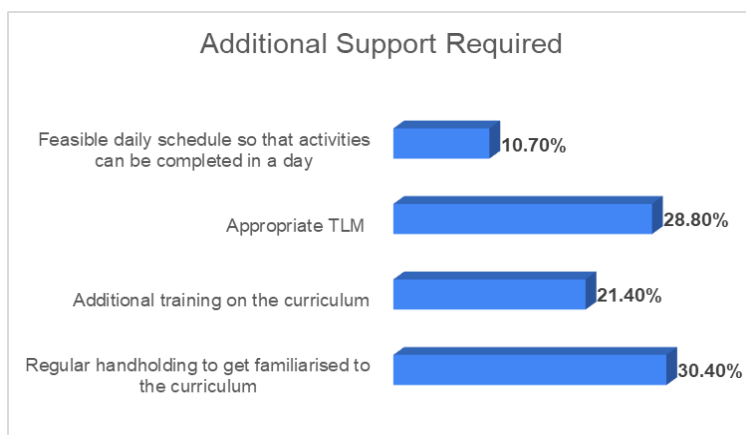
## Liked Aspects of the Curriculum by AWWs

AWWs highlighted several strengths in the new curriculum for its variety of activities (69.9%) and age-appropriateness (60.2%), along with a good mix of learning and play (53.8%).



## Additional Support Required

AWWs requested further support to strengthen implementation of the new curriculum effectively, teachers indicated the need for regular handholding (30.4%), appropriate teaching-learning materials (28.8%), and additional training on the curriculum (21.4%).



## Detailed insights from Focus Group Discussions with Anganwadi Workers

### Perception of Activities: Engagement and Challenges

AWWs largely appreciate the curriculum's content diversity, with many describing activities as "somewhat easy and somewhat challenging." While the wide range of activity types which include conversations, flash cards, picture comprehension, and creative arts provide exposure to different learning experiences, unfamiliar lengthy rhymes, and the lack of continuous repetition, make memorization and adoption difficult. Physical activities are highlighted as essential for sustaining child interest; their absence can lead to boredom.

## Child Engagement: Most Enjoyed Activities

Children most enjoy activities involving physical movement and creativity:

- Coloring, crafts, action songs, physical activities, beadwork, and activities involving color identification are notable for high engagement because of hands-on participation.
- Physical games, dance, action songs, and music have more involvement from children. Example: *Sodhana Rhymes includes actions making them easy, engaging & joyful for children to learn and recite. Sodhana Games involve physical movements and help children learn concepts in an engaging way. These games can be adapted to introduce a variety of topics, such as numbers, the alphabet, colors, fruits, vegetables, and flowers.*

## Activities Where Children Lose Interest Quickly

Children lose interest with:

- Conversation-based activities, long stories, workbook writing. These activities lack creative or play components.
- Children (3-4 years), as per Aadharshila competencies, can typically pay attention for 5-7 minutes during activities like storytelling. Long sessions (like more than 10 minutes) requiring them to sit still and listen, lead to distraction and loss of interest. Therefore, AWWs should avoid lengthy sessions and design shorter, engaging activities that match children's attention span.
- Teaching all age groups together poses challenges; deeper concepts may disengage younger children for example, during activities such as the calendar activity, memory activity, month-festival mapping, states-food mapping.
- New stories (compared to previous stories) seem less appealing because there are too many characters and lack the dramatic elements that previously captured children's interest.

## Observed Changes in Children's Learning and Behaviour

AWWs reported that following changes in children's behaviour after the aadharshila curriculum implementation:

- Children are facing difficulty in remembering concepts when activities are repeated after long gaps.
- Long conversations and activities without movement are boring, so children often get distracted.
- Engagement is highest when creative crafts and arts are present. Children are able to identify surrounding objects.

## **AWWs Suggestions for Improving Engagement and Learning**

- Limit activities to one rhyme, one story per week, repeat the activities 2-4 days consecutively, allowing the opportunity for the children to internalize them before introducing other ones.
- Include games and physical play daily to break monotony and keep children active.
- Remove mixed themes in a day and focus on one theme at a time that is theme/week or month. The majority of AWWs preferred this approach, stating that it helps children understand and retain concepts better, and prevents confusion caused by disconnected activities.

## **Rhymes: Ease of Implementation and Challenges**

- English rhymes are too long and filled with difficult words, making them hard to teach and memorize. Ideally, rhymes should be limited to 4-5 lines and use simple language.
- Telugu rhymes are relatively easier for children to learn.
- Concise the rhymes to 4-5 lines to improve engagement and retention.

## **Barriers to Completing All Activities Daily**

- Some ICDS-related tasks interrupt the activities. Such as record-keeping and documentation work, App work (Poshan Tracker, Bala Sanjivini App), weighing and growth monitoring of children, distribution of THR, assisting in immunization drives, and home visits.
- Daily recaps of previous days' rhymes take up a significant portion of the schedule. AWWs feel these recaps are essential for reinforcing learning.
- With a higher number of 3+ children, it takes longer to engage them, extending the time needed to complete each activity compared to given stipulated time. Most activities are individual, so while one child is engaged, others often get distracted.

## **AWWs Recommendations for Curriculum Improvement**

- Shorten and simplify rhymes<sup>3</sup>, repeat activities for consecutive days, and keep one fixed theme per fortnight or month.
- Add more games, energizers and physical activities to the daily schedule.
- Reduce the number of daily activities to 3-4.
- The current workbook activities are not aligned with the Aadharshila curriculum. They do not reflect the concepts taught in Aadharshila activities, and children are often asked to fill

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<sup>3</sup> CRISP has submitted suggested alternatives for difficult words in all Telugu and English rhymes. The submitted document is Replaced words\_Rhymes & Story Book

them without first learning the underlying concepts. It is important to reduce the number of workbook activities and ensure that each activity is linked to the Aadharshila curriculum. This way, children can first understand the concept through Aadharshila activities and then practice it in the workbook, reinforcing their learning effectively.

- Include aspects from the previous curriculum, such as good habits.

### **Additional Support Needed**

- Regular review meetings (every fortnight on upcoming syllabus) are valued for preparation and peer learning.
- Conduct orientation training for all AWWs on the new curriculum.
- Relevant TLM should be provided to conduct the activities effectively.
- AWWs emphasized the need for repetition-based learning cycles. Long gaps between activity repetitions hinder retention among children aged 3–4 years

## **Parents Perspectives**

### **Respondent Demographics**

The survey included 16 parents with diverse educational backgrounds, spanning primary schooling to postgraduate degrees. Children's ages were 3, 4 and 5 years, with 87.5% of them attending the Anganwadi Centre daily and 12.5% attending 3–4 times per week.

### **Child Experiences at AWC**

Parents shared that their children often talk about their time at the Anganwadi Centre with excitement. All parents (100%) said their children frequently sing rhymes they learned at the centre. Many also mentioned that children talk about playing games (38.4%), listening to stories (23%), doing craft or learning activities (15%), and colouring (15%), practicing good habits (7%) and learning the English alphabet (7%). Most parents (76.9%) stated their child enjoys going to the Anganwadi Centre very much, with 23.1% indicating moderate enjoyment.

### **Parents views on good ECE practices**

Parents associated good ECE with joyful and visible learning outcomes.

- 100% mentioned singing rhymes or songs,
- 84.6% noted learning Telugu and English letters and numbers,

- 69.2% observed independent activities such as sorting, counting, or reading. Some also mentioned daily homework (46.2%), regular tests<sup>4</sup> (38.5%), copy writing books (23.1%) as indicators of learning progress.

### Children’s Enjoyment and Engagement

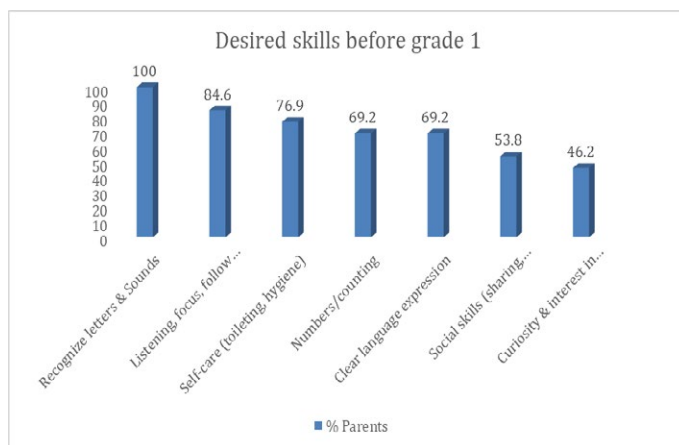
Rhymes (76.9%), action songs (69.2%), and physical play and colouring (61.5%) were identified as the most enjoyable activities. Workbook activities were less preferred, mentioned by only 30.8% of parents.

### Awareness about the New Curriculum

Nearly half of the parents (46.2%) reported that they had not received any information about the new *Aadharshila* curriculum and 38.5% had received only partial or unclear information. Parental awareness about *Aadharshila* remains limited. Only 15.4% had clear information indicating a gap in communication between AWWs and parents, and the need for structured parent orientation sessions.

### Parental Expectations before Grade 1:

Parents expect their children to enter Grade 1 with strong literacy skills, with all (100%) emphasizing letter and sound recognition. Most also value listening, focus, and following instructions (84.6%), self-care (76.9%), basic numeracy (69.2%), clear language expression (69.2%), social skills (sharing, ...) (53.8%), and curiosity & interest in... (46.2%).



<sup>4</sup> Tests are not age-appropriate for children aged 3–6 years.

## Learning Support at Home & Observed Changes in Children:

Most parents said they engage children at home in rhymes, songs, and number activities, and some help with Aadharshila home tasks. About 23% send children to tuition<sup>5</sup> for additional support, while one parent reported no home-based learning engagement. Parents noted positive behavioral and developmental changes, including better listening, discipline, participation, social interaction, and interest in learning. Improvements were also seen in language, speech clarity, and awareness of colours, shapes, and good habits.

## Key Findings

- The Aadharshila curriculum has introduced a wide range of activities and themes for children aged 3–6 years, but several implementation-level insights have emerged from the field.
- English rhymes are often lengthy and contain difficult words, making them hard for children to follow. Rhymes should ideally be 4-5 lines long to maintain attention and aid memorization.
- The surveyed Anganwadi Workers have been receiving consistent handholding and review support, helping them understand and transact the new curriculum effectively. However, this group may not represent all AWWs across the state, as similar support is not universally available. Regular mentoring appears to play a key role in successful curriculum adoption.
- Activities are currently spread across mixed themes, every month 16-18 themes are covered, which reduces continuity and connection between sessions. A fixed fortnight theme is recommended to ensure better linkage and conceptual clarity.
- The gap between repetitions of activities is long and random, making it difficult for children to retain and recall concepts. Activities should be repeated more frequently and spread across consecutive days to strengthen learning.
- Children enjoy hands-on activities such as colouring, bead threading, pasting, and crafts that involve movement and coordination. They also respond positively to games, action rhymes, music, and dance
- Most AWWs manage to complete 3-4 activities per day, as opposed to the target 5, citing time constraints, ICDS duties, and the need for longer recaps. Mixed age groups and the individual nature of many activities cause delays, as one-on-one engagement leaves other children distracted. Long conversations, flashcard-based lessons, and extended listening or workbook tasks often lead to distraction and loss of interest.

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<sup>5</sup> Tuitions are not age-appropriate for children aged 3–6 years

## Recommendations

- The daily timetable currently includes mixed themes, and the activities are not inter-related. Not all activities are repeated within a month, and repetitions are random. Based on AWWs' suggestions, it is recommended to **adopt one theme per fortnight** and repeat activities for three consecutive days. This approach, also adopted by other renowned preschools, will allow all themes to be covered in 10 months, from July to April. A daily schedule and theme-wise calendar are attached in **Annexure-1**.
- Many AWWs reported being unable to complete all five activities in a day due to other ICDS responsibilities and the long duration of some activities. It is recommended to **issue an order<sup>6</sup> ensuring AWWs are not disturbed from 10:00 AM to 12:30 PM** and to reduce the number of activities per day to four.
- Observations indicate that most **children enjoy physical play**. It is recommended to include physical activities and energizers in the curriculum to break the monotony.
- The English rhymes are currently lengthy and challenging for children. It is suggested to **limit each rhyme to 4-5 lines** and **use simpler words** to improve engagement and retention.
- Conduct an **orientation<sup>7</sup> for all AWWs on the Aadharshila curriculum**. Additionally, implement **fortnightly ECE review meetings** to encourage peer learning and to transact the new curriculum effectively.
- Provide **curriculum-appropriate teaching and learning materials (TLMs)** to support effective activity implementation.
- Parents expect their children to recognize the alphabet, sounds, numbers, and counting before entering Grade 1. While the workbook includes these elements, children are often asked to complete workbook tasks without prior related activities, defeating the purpose of the workbook. It is recommended to **include preparatory activities aligned with workbook** tasks so that children can learn effectively while completing their workbooks.

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<sup>6</sup> CRISP has also submitted draft guidelines on ECE strengthening for the department's consideration, titled Draft Guidelines for Operationalising ECCE in Anganwadi Centres in Andhra Pradesh

<sup>7</sup> Although the AWWs undertook two consecutive trainings early this year, including the Ministry's Poshan Bhi Padhai Bhi, and the state's Gnana Jyothi training, the focus of these trainings was on the theoretical foundation of domains of development and limited time was spent on the weekly calendar of activities

## Conclusion

The first three months of implementation indicate that with regular support and mentoring in the fortnightly ECE review meetings, Anganwadi Workers are adapting effectively to the new curriculum, engaging children in meaningful learning experiences. However, these findings may not hold true across the state, as continuous mentoring and support are not being provided universally. Anganwadi Workers across the state might face greater challenges in adopting the curriculum effectively.

Surveys, Focus Group Discussions, and parent interviews revealed that children respond most positively to hands-on activities, creative tasks, and physical play, while lengthy rhymes, long conversations, and isolated workbook tasks reduce attention and engagement. Repetition of activities, clear thematic focus, and inclusion of games and energizers enhance learning, retention, and enjoyment.

The study highlights the importance of ongoing mentorship for AWWs. By addressing challenges such as lengthy rhymes, activity monotony, and gaps between repetitions, the curriculum can be further optimized to ensure children acquire foundational literacy, numeracy, social, and motor skills, preparing them confidently for primary school.

Overall, Aadharshila demonstrates significant promise in transforming early childhood learning, fostering curiosity, engagement, and holistic development among children aged 3–6 years, provided that structured support, thematic continuity, and active play-based strategies continue to be prioritized.

## Annexure -

Proposed theme wise monthly calendar and sample daily schedules

S.No	Themes	No. of activities per theme	Month	Rationale
1.	Me & My Family	14	July	Starting with a familiar theme helps children adjust to the AWC
2.	My Body My Village Shelter	7 5 1	August	Monsoon months suit indoor discussions on body, surroundings, connecting learning to nature
3.	Colours Shapes	4 4	September	Children are now settled and ready for visual, creative learning
4.	Trees & Plans Fruits & Vegetables	5 7	October	Post-monsoon greenery allows direct observation of plants and seasonal fruits
5.	Animals, Insects & Birds	17	November December	Clear weather supports outdoor exploration and observing animals and birds around. Dedicated two months due to large no.of activities
6.	Festivals & Celebrations Seasons & Clothing	6 3	January	Sankranti and winter provide real-life context for festivals, clothing, and seasonal change.
7.	Means of Transport Market	5 3	February	This period often sees local fairs, helping children relate to vehicles, goods, and community markets.
8.	Food Water Air	5 1 2	March	Summer onset highlights the need for nutrition, hydration, and clean air.
9.	Health & Safety	9	April	Year-end focus on hygiene, safety,

	Our Community	5		and community prepares children for school transition.
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### Daily Schedule (Week -1)

Day 1	Rhyme 1	Activity 1 & Activity 2	English Workbook Activity 1
Day 2	Rhyme 1	Activity 1 & Activity 2	English Workbook Activity 1
Day 3	Rhyme 1	Activity 1 & Activity 2	English Workbook Activity 1
Day 4	Rhyme 2	Activity 3 & Activity 4	Telugu Workbook Activity 1
Day 5	Rhyme 2	Activity 3 & Activity 4	Telugu Workbook Activity 1
Day 6	Rhyme 2	Activity 3 & Activity 4	Telugu Workbook Activity 1

### Daily Schedule (Week 2)

Day 1	Story 1	Activity 5 & Activity 6	Maths Workbook Activity 1
Day 2	Story 1	Activity 5 & Activity 6	Maths Workbook Activity 1
Day 3	Story 1	Activity 5 & Activity 6	Maths Workbook Activity 1
Day 4	Story 1	Activity 7 & Activity 8	English Workbook Activity 2
Day 5	Story 1	Activity 7 & Activity 8	English Workbook Activity 2
Day 6	Story 1	Activity 7 & Activity 8	English Workbook Activity 2

*Daily activities could include two Aadharshila activities/activity book activities, one rhyme/story, and one workbook activity that is a total of 4 activities is being conducted in a day. Every activity will be repeated over three consecutive days. A total of 103 aadharshila & 15 activity book activities, 32 rhymes, 16 stories and all workbook activities will be completed over 10 months.*



*Aadharshila Activity 108: Rolling & Sliding, Vijayawada*



*Aadharshila Activity 45: Traffic Lights, Vijayawada*



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