



We've got mail!

Anganwadi Workers and Supervisors appreciated ECE special issue

All the articles in the special issue highlight important aspects related to early childhood education. The article by Shreshta Mishra and Rajat Sharma, titled 'Scaffolding the Anganwadi Worker Effectively,' presents the supervisor's role in a very positive way in the development of both the centre and the *Anganwadi* worker. The authors state that supervisors are 'agents of change' in the *Anganwadi* centre, and even small efforts by them can bring meaningful improvements. The role of a supervisor is also helpful in the professional development of the *Anganwadi* worker. I shared this issue with a few *Anganwadi* workers and supervisors. They read and appreciated it.

Rupali Verma, Resource Person, Azim Premji Foundation, Udham Singh Nagar, Uttarakhand

Special ECE issue deepened my understanding of children's learning

After reading the ECE special issue, I understood that the ultimate goal of the ECE programme is the child's growth, and not the content. I am also able to observe in my own surroundings that discussions are always centred on what should be taught, rather than on how children learn, or how children's own thinking develops. This issue made it interesting to understand that children develop at different paces and that we must understand their learning patterns. It also helped me see delays in learning in a positive way. I had only heard the name of *Anganwadis* earlier, but now I would like to visit one myself and see what and how children are learning there.

Sandhya Singh, Teacher, Nagar Nigam Prathamik Bal Vidyalaya, Mehrauli Dargah, New Delhi

Article reminds us to keep children happy

I completely resonate with the point made by Sunil Kumar Sah in his article, 'Environment of Anganwadi Centres must be Joyful'; that these centres should not be seen only as nutrition centres but should be developed as joyful learning spaces. The author has rightly said that we often get burdened by heavy learning theories, which takes away the joy from the work. Playing with colours or using locally available seeds shows that teaching children does not require expensive resources; rather, it requires a positive environment. The article reminds us that if we keep children happy, learning will happen on its own. This article is a guide for us.

Shaista, Anganwadi Worker, Kendra Bangla Puthri, Bulandshahr, Uttar Pradesh

Learning through drama appealed to me

The article 'Early Education and the Role of Drama' published in the special issue, appealed to me the most. This theme is based on children's natural ways of learning. Through drama, children use imagination to understand the world. It helps develop children's creativity freely. It also improves their language and communication skills. Through play, they learn social roles and are able to express their emotions in a safe manner. This makes learning a source of joy rather than a burden. In this way, drama becomes an effective medium of teaching. It emphasises learning without any pressure. This connects well with the objectives of early education.

S D Farooq, Government Secondary School, Gunnali Taluka, Bidar, Karnataka

Author reiterates children's democratic rights

The article by Kishan Lal Salvi, 'Fear Hinders Learning' in Issue 24, directly challenges the social belief that if children are to be taught, beating/punishing them is the only remedy. This belief very often echoes on many platforms. Certain steps taken by teachers are very important for children's learning, such as removing the stick from the classroom, using

children's language in teaching, giving them opportunities for free expression, activity-based learning, and creating an environment free from restrictions.

From some of my own experiences as well, I have understood the need to create a democratic space for children's rights. I have been making such efforts in my teaching for the past 15 years.

Pramod Kumar Dhruv, Teacher, Government Primary School Aroud, Dhamtari, Chhattisgarh

Common questions on ECE answered

The special issue on ECE provides very interesting and accurate information about young children. Along with *Anganwadi* workers and preschool teachers, it is also extremely useful for parents. The article by Jigisha Shastri, 'Frequently Asked Questions by Early Childhood Teachers', answers common questions and helps both *Anganwadi* workers and parents understand children better. Parents can easily understand that when children are playing, they are actually learning. *Anganwadi* workers and parents are also able to understand that small children do not like to sit in one place for a long time. They keep changing places frequently and also keep changing their toys. This is part of their continuous process of learning.

Dharampala Gangwar, Head Teacher, Government Primary School Haldi Pachpeda, Khatima, Udham Singh Nagar, Uttarakhand

Conversation with Anganwadi Worker was inspiring

In the 26th issue, the conversation conducted by Nivedita Tiwari with *Anganwadi* worker Sunita Singh for the column 'Teachers inspiring hope' was very meaningful. I shared it with all the *Anganwadi* Workers and Helpers in my sector so that they could take inspiration from the article and try to transform their *Anganwadi* centres into new and child-friendly spaces. This will also help increase the enrolment of children in *Anganwadi* centres under the ECE programme.

Sangeeta Jain, Supervisor, Anganwadi Centre, Sanganeer, Jaipur, Rajasthan

The Editorial motivated readers to read the special issue

The ideas in the special issue (ECE) are extremely beneficial for every teacher, *Anganwadi* worker, and supervisor associated with *Anganwadi* centres. In this new phase of teaching and learning, such ideas are useful for both teachers and students in early education, because education today is no longer teacher-centred but student-centred. Educating students is considered a challenging task. It is believed that students appreciate the teacher who starts by understanding them. The editorial of the issue attracts readers to read every article in the magazine.

Shashidhar Singh, Government College, Secondary Department, Haran Halli, Karnataka

Author explained the importance of discussions in the classroom

In Issue 25, I read Vineeta Chauksey's article 'Discussions are important in the classroom'. Although I do talk with children about their experiences, I did not fully understand the importance of such discussions or their role in reading and writing. Through examples, the article helped me understand that we should listen carefully to children, respect what they say, and give them ample opportunities to speak. Writing down conversations helps develop confidence, expression, and creativity in children.

Preeti Saxena, Primary Teacher, Government Primary School, Leta, Jalore, Rajasthan

Inspiring work by teacher so no child is left behind

In the *Pages from Teachers' Diaries* column, 'Creating a nurturing Anganwadi' published in Issue 26, the author Sandhyawali Gupta explains that when she works with children on a particular topic or theme, she ensures that all the necessary materials related to that topic are made available in the centre in advance. This ensures that all the children can participate in the activities equally. Regardless of the children's family backgrounds, she ensures that no child is deprived of learning or participation in activities.

Zia Ansari, Library In-charge, Azim Premji School, Udham Singh Nagar, Uttarakhand

Thought-provoking article on drama at the Anganwadi stage

Parul Batra Duggal's article, published in the special issue, presents the process of adopting drama as an educational experiment in the *Anganwadi* in well-defined stages.

- It helps develop the understanding that the direction of learning is shaped by children's experiences and responses.
- The role of the *Anganwadi* worker is presented not as a director or controller, but as a facilitator and observer. This is an important educational insight.
- This experiment was not limited to a particular 'activity', but became a part of the everyday educational process of the *Anganwadi*. This presents a perspective of integrating drama into learning rather than conducting it as a separate activity.
- The limitations and uncertainties of this experiment have also been acknowledged, such as the unequal participation of all children or the unpredictable nature of the process. This makes the article more credible and grounded.

This article is a serious, experiential and thought-provoking presentation on understanding and adopting drama as an educational experiment at the *Anganwadi* level.

Bhuvan Tiwari, Resource Person, Azim Premji Foundation, Bhopal, Madhya Pradesh

How teachers transformed a school that was on the brink of closing was very motivating

The article 'Transformation of a School' published in Issue 24 shows how a dedicated team of sensitive teachers worked together to reduce the gap between the community and the school. The committed teachers gave special importance to sharing children's learning with the community. This effort became a ray of hope for a school that was on the verge of closure. The increasing number of students and their achievements drew everyone's attention. The reading methods developed by the teachers are very interesting. In the Reading Festival, different approaches, such as reading through a mirror, newspaper reading, reading an upside-down book, developing mathematical understanding through dramatic transactions, and zigzag reading, were particularly engaging. The way teachers continued to move forward while learning from challenges left a strong impression of hope on me.

Deepa, Resource Person, Azim Premji Foundation, Magarlod, Dhamtari, Chhattisgarh

Special issue on ECE is a strong medium for capacity-building

This special issue on ECE felt not merely like a magazine but like an ongoing conversation in the field. One of the major strengths of this issue is that it attempts to understand ECE not through idealistic or heavy policy language, but through the real experiences of children.

This issue can be used directly as reference material in sector meetings, teacher meetings and training sessions. Excerpts from the articles can be read and discussed so that training becomes a process of 'thinking and understanding' rather than simply 'instructing'. The magazine can become a strong medium for building the capacities of people working in this field.

This issue presents a balanced and trustworthy perspective on Early Childhood Education, where research, experience and ground realities come together. I believe that this magazine [issue] will be useful for *Anganwadi* workers, pre-school teachers, trainers and people associated with policy and will deepen the conversation around ECE.

Ananas Kumar, Azim Premji Foundation, Udham Singh Nagar, Uttarakhand

A good example of working with drama in Anganwadi

The article by Parul Batra Duggal on Early Childhood Education in the special issue was very good. Often, the genre of drama is associated only with children at the school level. One reason for this may be that teachers sometimes hesitate even to enact stories or poems with expressions and gestures, and drama is considered a step beyond that. Conducting drama requires a certain level of preparation and engagement with children. This article presents a good example of working with drama with children in *Anganwadi*. If drama is approached in the right way, children of every age can

participate in the process and learn from it. The issue is not the age of the children, but the need to work on it in a systematic and regular way.

Purna, Resource Person, Azim Premji Foundation, Damoh, Madhya Pradesh

Author's views moved me deeply

The first line of the article 'Education in the Early Years: A Conceptual Exploration' published in Issue 26, written by Kinnari Pandya, 'For young children, education means helping them connect with the world,' deeply moved me. The article explains that the first eight years of a child's life are the most influential. I have observed that through play, children not only develop physically but also remain very happy. The most important point is that when children come to school happily and with self-motivation, they learn and become enthusiastic readers. This article is very useful for early education.

Meenu Nayal, Teacher, Government Primary School Kumrah, Khatima, Udham Singh Nagar, Uttarakhand

Article explains the role of drama in a simple and clear way

The article 'Early Education and the Role of Drama' by Parul Batra Duggal, included in the December 2025 issue, explains the role of drama in ECE in a very clear and simple manner. It was encouraging to see that drama is presented as a natural and engaging medium of learning for children. Drama is not merely entertainment; rather, it gives children the opportunity to connect with their surroundings, classmates and everyday situations. The author explains that drama provides children with opportunities to express their emotions, thoughts and imagination. This is extremely important for enhancing children's confidence and their ability to express themselves.

Vivek Soni, Resource Person, Azim Premji Foundation, Chamoli, Uttarakhand

Two articles that focus on developing human values

From the efforts made by various teachers described in the 25th issue, it becomes clear that when we understand children and organise teaching activities according to their needs, meaningful learning takes place. In S Kavita's article, 'How I used storytelling to foster emotional intelligence,' the efforts made in story-based teaching in class IV are explained. Through the medium of storytelling, good examples of developing values are presented, such as empathy, kindness and emotional intelligence among children. Aman Madan's article 'The Teaching of Maitri' helps develop an understanding of processes that encourage cooperation and mutual support among children, while reducing the competitive environment that often develops among them.

Deepak Yadav, Resource Person, Azim Premji Foundation, Jalore, Rajasthan

Pathshala inspires readers

The magazine inspires readers to understand the challenges related to education and to move forward in addressing them. I read it regularly. In the special issue on Early Childhood Education, Sunil Kumar Sah's article 'Environment of Anganwadi Centres Must be Joyful' explains that it is extremely important for the learning environment to be joyful. This encourages young children to take an interest in the activities of the centre and helps them remain engaged. As a result, young children's learning through small poems, stories and various games becomes stronger and more enjoyable. There is also an *Anganwadi* centre near my house. I will try to visit it and engage in observing, thinking, understanding and doing some activities with the children there.

Sangeeta Gupta, Head Teacher (Retired), Government Primary School Pandri, Udham Singh Nagar, Uttarakhand

Translated from Hindi. Translator: Shabnam Sengupta Vetter: Sonam Kumari