



Antahin Abha
FOUNDATION



FOOTPRINTS OF CHANGE



Quarterly Newsletter:
October- December, 2025



Inspire a
child to learn
today, and
empower
generations
tomorrow.





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FOUNDATION



THE STORY SO FAR

Founded in 2022, Antahin Abha Foundation began with a commitment to strengthening learning outcomes for children and youth in rural West Bengal.



In our initial years, we carefully piloted and evaluated multiple foundational learning approaches to understand what truly works in low-resource classrooms. These learnings shaped **NRich-ECCE**, our activity-based early learning program that supports children and empowers teachers through practical tools, mentoring, and chatbot-enabled guidance. To enable scale and consistency, we have introduced structured teacher training programs.

Alongside early learning, we also conduct **Mpower** – a youth development initiative that helps rural youth build relevant skills and mindsets while exploring real-world career pathways.

To date, our programs have touched the lives of over 5,000 individuals. Our journey continues—focused on scaling effectively and building sustainable, long-term impact.





NOTES FROM OUR CORNER

Through our quarterly newsletter, we bring you not just the real picture from schools in remote and underserved areas, but also give you a glimpse of the support we are trying to provide – not as distant solutions, but as partnerships built on trust and understanding.

Right now, much of our work is happening behind the scenes – discussions, planning, content development, training, and countless small steps whose cumulative result will soon unfold in the field. We want to take you into this “in-between” space too, because meaningful change is as much about preparation as it is about action.

– **Sreyashi Dastidar – Newsletter Editor**

“In early childhood, learning happens through play—through moments that are meaningful, shared, and deeply felt. At Abha, we believe children learn best when they feel safe, curious, and capable. The early years are not about rushing children to know more, but about supporting them to learn well. Early childhood education gives children the time and space to explore, express themselves, and build strong foundations they will carry for life.”

– **Neha Jain – ECCE Program Lead**

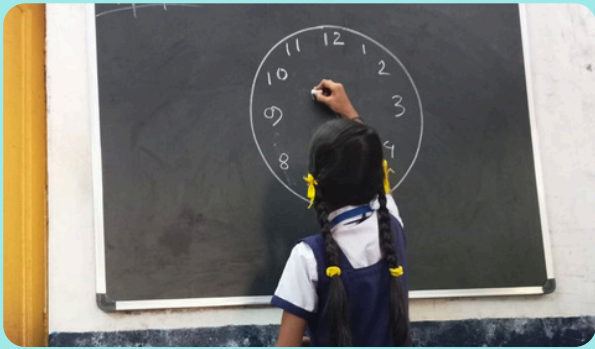




QUARTER IN REVIEW

ENDLINE ASSESSMENTS FOR SCHOOL YEAR 2025

As part of the 2025 school-year cycle, endline assessments were conducted on October 15 and 17 across two partner schools in Howrah. A total of 145 students, across three batches, were assessed to measure progress against their baseline learning levels.



The results were very encouraging. Most of the children demonstrated clear improvement in foundational literacy and numeracy, moving into higher performance categories compared to the initial assessments. These outcomes reflect steady learning gains and reinforce the value of sustained, classroom-based engagement in strengthening early learning foundations.





QUARTER IN REVIEW

LAYING THE GROUNDWORK FOR ECCE

In November & December, we conducted teacher workshops to build shared understanding and readiness for the upcoming NRich-ECCE rollout. The sessions created space for reflection, learning, and hands-on engagement with the program's core ideas.



Key focus areas included:

- **Why ECCE:** Understanding the critical importance of early childhood years and their long-term impact on learning
- **Content Design Approach:** Introducing play-based, activity-driven, and developmentally appropriate methods
- **Classroom Practice:** Demonstrating joyful, participatory learning through sample activities
- **Digital Support:** Orienting teachers to the ECCE chatbot and its role in lesson planning and delivery

The workshops helped bridge program intent and classroom practice, building confidence and alignment among teachers ahead of implementation.





QUARTER IN REVIEW

BEHIND THE SCENES: NRICH-ECCE LAUNCH

The Oct-Dec 2025 quarter also marked an important preparation phase for the launch of the NRich-ECCE program. Our focus was on ensuring that the curriculum and delivery systems were field-ready and practical for everyday classroom use.



Key efforts included:

- **Content validation** to ensure age-appropriateness, clarity, and contextual relevance
- Identification and procurement of **Teaching-Learning Materials (TLMs)** that are simple, adaptable, and low-cost
- **Facilitator training** to support teachers with consistent pedagogical guidance
- **Logistics planning** to enable smooth rollout across locations



With these foundations in place, the program is set to reach close to 100 schools across two gram panchayats over the next quarter. We look forward to sharing early insights and learnings from the rollout in the next edition of the newsletter.





TEAM MEMBER SPOTLIGHT

NARENDRA MIDDYA | FIELD OPERATIONS LEAD

How did your journey start with the Antahin Abha Foundation?

My journey with Antahin Abha Foundation began through my earlier work with local voluntary organisations in the Patharpratima area which led me to attend a student mobilisation event by the foundation. Soon after I joined them as a Community Organizer.

With a strong interest in education and community development, I gradually took on greater responsibilities and currently serve as the Field Operations Lead. Over the past three and a half years, this association has strengthened my belief that meaningful and lasting change is possible when we work closely with communities.



What does your typical day look like?

My role involves planning and overseeing field operations across the Patharpratima block. This includes guiding coordinating preparatory meetings with partner schools (ICDS, SSK, and private schools), and working closely with local government officials.

I also schedule teacher workshop events and monitor program adoption readiness. A significant part of my work involves regular community engagement – listening, problem-solving, and ensuring our interventions remain practical and responsive to local needs.

What has been the most rewarding experience so far?

One of the most rewarding experiences has been seeing local teachers grow confident in using activity-based learning methods. We anticipated initial hesitation, but during training sessions, it was heartening to see teachers gradually embracing new approaches and sharing their positive experiences with peers.

Witnessing this shift—where teachers themselves become drivers of change—has reaffirmed the importance of sustained support, trust, and grounded engagement in improving children's learning experiences.





IMPACT STORY

Over the last quarter, we deepened our engagement with teachers through a series of structured training workshops, which have become a central pillar of our ECCE program implementation across ICDS centres, SSK schools, and private primary schools in Patharpratima.

A key milestone was the **Teacher Training Workshop on November 18**, which brought together pre-primary and primary teachers from private schools. The session introduced educators to the ECCE program's philosophy and its relevance to everyday classroom practice through live demonstrations of age-appropriate, play-based activities.

For pre-primary teachers, the focus was on building early language readiness through songs, rhymes, storytelling, and movement-based learning.

For primary teachers, discussions centred on strengthening foundational literacy within more structured classroom environments. Across both groups, the workshop opened up space for reflection on making classrooms more joyful, inclusive, and effective.





Private primary school teachers shared that they already search for activity ideas on platforms like YouTube. Receiving structured, curriculum-aligned content through NRich-ECCE program would save time, bring consistency, and strengthen classroom delivery.



Two additional workshops were conducted in **December** for ICDS teachers from two panchayats. Teachers actively participated, showing strong interest and engagement throughout the sessions. Many were especially enthusiastic about receiving content through the WApp chatbot – a practical way to support day-to-day classroom planning and activity facilitation.



“In schools like ours, we often want to try out new ideas but have to confine ourselves to books and blackboards. Here, I learned how songs, movement, and simple activities can be used practically in the classroom. Our school is very interested in working with Abha so that we can prepare our students for the future.”

— **Priya Baidya Mondal**, Teacher,
Sharadmoni Nursery-KG School

GET INVOLVED!

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