

BUILDING TOMORROW, TOGETHER

May - June 2026

170 families
enrolled in
Heat
Research
Study



100% Class 10
pass rate
achieved by
Hyderabad
Sakhi girls



60 young
singers joined
the Chennai
Children's Choir's
9th batch



245 children &
adolescents
participated in Art
Vandi's creative
learning sessions



IMPACT SNAPSHOT

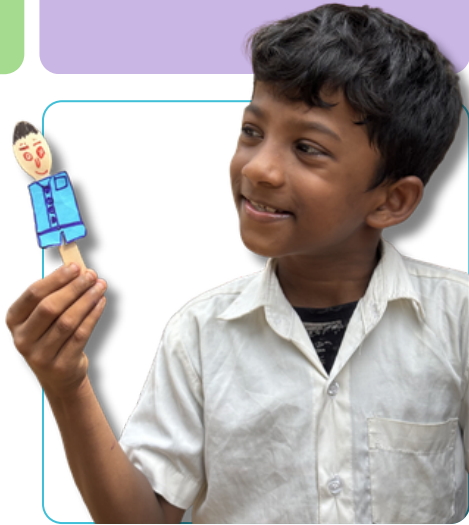


230+ children participated in joyful summer learning experiences across the HCL Campus and Vaidpura Anganwadi Centre. (Gutar Goo, Noida)

Capacity-building programme prepared Teaching Assistants ahead of implementation for the 2026–27 academic year. (Kanna Mucche)

35 Anganwadi Centres shortlisted in Namkum Block for the first phase of community-led implementation. (Communities that Care)

170 families enrolled across Delhi NCR following screening visits to **280+ households** for the heat research study. (HT Parekh Foundation)



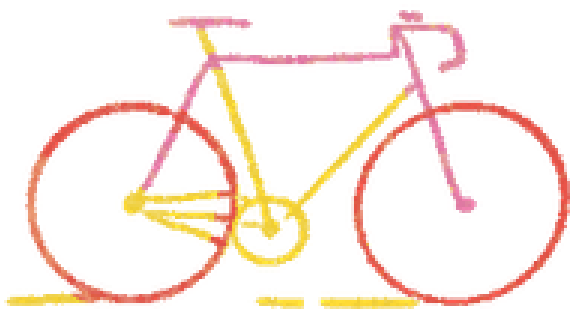
The Research team explored **responsible AI integration in evaluation** during **gLOCAL Evaluation Week 2026**. (Research & Impact)



Arts-based learning reached 245 children and adolescents through summer camps, school sessions, and Sakhi workshops. (Art Vandi)

15+ partner organisations co-developed implementation strategies to strengthen SEL across Jharkhand. (Sampoorna 2.0)

Hyderabad Sakhi girls achieved a **100% Class 10 pass rate**, with five students **scoring above 90%**. (Project Sakhi, Hyderabad)



21 learners strengthened their musical practice while **18 learners and 14 parents** came together for the Parent-Teacher Meeting. (Delhi Children's Choir)



48 volunteers transformed a government school campus while supporting arts-integrated learning initiatives. (Arts In Education)



60 students were shortlisted through auditions as the **9th batch** began its musical journey. (Chennai Children's Choir)

Dear NalandaWay Community,

The start of every academic year brings new opportunities to learn, grow, and build stronger foundations for the future. Over the past two months, our teams have worked alongside children, families, educators, communities, and partners to create meaningful learning experiences that extend beyond classrooms.

From welcoming new learners and strengthening early childhood programmes to advancing research, expanding creative learning spaces, and supporting adolescents on their educational journeys, every initiative reflects our commitment to helping children realise their potential through creativity, care, and collaboration.

As the year unfolds, we look forward to building on these partnerships and continuing to create safe, inclusive spaces where every child can thrive.

With regards,
The NalandaWay Team



HT Parekh Foundation | Delhi NCR

From Research Planning to Field Implementation

The HT Parekh Heat Research Study entered a significant new phase as field implementation commenced across **eight locations in Delhi NCR**. The study explores how heat exposure affects the sleep of children aged 1–3 years and their caregivers, and how disrupted sleep influences children's growth, development, and overall well-being.

Strengthening Partnerships and Expanding the Study

June marked the onboarding of three Field Coordinators, who underwent a three-day orientation on research tools, study protocols, ethics, and field implementation. During the same period, the project welcomed the **Aga Khan Foundation (AKF)** as an implementation partner, with AKF leading data collection across 100 households in East Delhi.

Fieldwork Underway

Project teams visited over **280 households** across Delhi NCR to identify eligible participants, resulting in a final cohort of **170 families**. Baseline assessments have now been completed, with participating families receiving sleep diaries and environmental data loggers. With enrolment completion, the study has now moved into its regular monitoring and data collection phase, strengthening evidence on the relationship between heat, sleep, caregiving, and early childhood development.



EARLY CHILDHOOD



Our initiatives with children aged 0 to 10 are designed to improve their school readiness using the arts in fostering emotional well-being.

gutargoo | Noida

Strengthening Community Partnerships for Early Childhood

Community mobilisation continued across Noida and Greater Noida through household visits and community interactions, introducing new families to the programme while building awareness around early childhood care and development. These engagements strengthened community participation and fostered closer relationships with parents and caregivers, creating stronger support systems for young children's learning and well-being.

A Summer Filled with Play and Gratitude

The Gutar Goo team brought playful learning to the Sunshine Summer Camp 2026 at the HCL Campus, where **200+ children** aged 4–12 years enthusiastically participated in games such as the Lemon Spoon Race and Three-Legged Race. The team later conducted similar activities with **30+ children** at the Vaidpura Anganwadi Centre as part of the village summer camp.

Children at both locations also created a Tree of Gratitude, expressing appreciation for the people, places, and moments that matter most to them. The activity encouraged creativity, reflection, and joyful participation, making the summer camp a memorable experience for everyone involved.



Kanna Moochi | Chennai

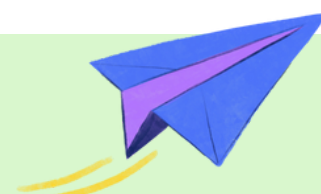
Building Foundations for the New Academic Year

May and June marked an important phase of preparation as the Kanna Moochi team strengthened systems and partnerships ahead of the new academic year across Anganwadi Centres and schools in Chennai.

A significant milestone during this period was securing approval from the **Integrated Child Development Services (ICDS)**, enabling the programme to continue supporting early childhood education through storytelling, art, play-based learning, and school readiness interventions.

Amplifying Learning Resources and Implementation Readiness

The team finalised the **Term 1 Student Workbook** while continuing to develop age-appropriate learning resources that promote foundational literacy, numeracy, social-emotional learning, and school readiness. Preparations also included identifying participating Anganwadi Centres and schools, conducting orientation visits in GCC schools, consolidating project data, and strengthening Teaching Assistant onboarding and training processes to ensure smooth implementation.



Strengthening Practice Through Learning

Kanna Moochi also collaborated with the Research & Innovation team to refine the project's Monitoring, Evaluation and Learning (MEL) framework and strengthen formative assessment processes. Team members further expanded their knowledge by participating in sector webinars on play-based learning and innovative Early Childhood Care and Education practices, bringing new insights into future programme implementation.

With strengthened partnerships, enhanced learning resources, trained facilitators, and robust monitoring systems, the programme is well positioned for another year of joyful learning.



kanna mucche | Bengaluru

Preparing for Another Year of Joyful Learning

Every academic year begins long before children enter the classroom. Over May and June, the Kanna Mucche team focused on strengthening partnerships, preparing facilitators, and laying the foundation for another year of engaging early learning across Anganwadi centres.

A key milestone during this period was receiving approval from the **Women and Child Welfare Department** to continue programme implementation for the **2026-27 academic year**, reaffirming the shared commitment to creating nurturing and engaging learning spaces for young children.

Equipping Facilitators for the Year Ahead

Most Teaching Assistants returned for another year, bringing continuity to children's learning journeys, while two new Teaching Assistants joined the programme following recruitment and onboarding.

Ahead of implementation, all Teaching Assistants participated in a capacity-building programme on facilitation, creative teaching practices, classroom management, child observation, and the Kanna Mucche pedagogy. A session on mindfulness and self-awareness encouraged facilitators to recognise the importance of their own well-being in creating safe and positive learning environments for children.



The mindfulness session made me realise that before supporting children, I need to understand and manage my own emotions. If I enter the Anganwadi feeling calm and present, I can connect with children much better and respond to them with patience and care.

— Teaching Assistant

Growing Beyond the Role

For over a decade, **Smt. Bharathi**, the Anganwadi Helper at Medahalli Anganwadi Centre, has supported children with warmth and care. Over the past two years, her role has evolved beyond daily responsibilities to actively supporting classroom learning.

Today, she confidently leads rhymes, assists children during workbook activities, and documents classroom sessions using a smartphone, skills she has developed while working closely with the Anganwadi Teacher and ASHA worker.

“
Earlier, I only supported the centre with my daily responsibilities. Now, I also enjoy being part of the children's learning. Seeing them learn something new every day makes me feel happy and motivates me to do even more.
”
— Smt. Bharathi, Anganwadi Helper



Her journey reflects how every member of an Anganwadi can play a meaningful role in creating a joyful and nurturing learning environment for children.

Arts in Education | Chennai



Setting the Stage for Creative Classrooms

Preparations for the 2026–27 academic year are underway across **40 government schools**, with planning focused on strengthening teacher-led arts integration and classroom ownership. Project permissions have been submitted to the Greater Chennai Corporation, while teaching-learning materials, classroom resources, and Teaching Artist training are being finalised ahead of implementation.

The programme will continue its phased facilitation model, where Teaching Artists gradually transition classroom ownership to teachers, culminating in student art exhibitions that celebrate children's learning and creative expression.

Volunteers Transform Learning Spaces

The first volunteer engagement of the academic year brought together **48 volunteers**, Teaching Artists, Project Sakhi girls, and project staff at CGHSS MH Road.

Together, they transformed the school's learning environment through collaborative wall painting while also participating in a mandala colouring activity designed to encourage mindfulness and stress reduction. The engagement created opportunities for creativity, collaboration, and meaningful interactions between volunteers and students, while contributing to a more vibrant school environment.

Integrating Social-Emotional Learning into the Curriculum

NalandaWay continues to collaborate to integrate Social-Emotional Learning (SEL) and the arts into the Tamil Nadu curriculum for **Grades 1–3**.

Built around emotional literacy, relationships, inclusion, and community awareness, the curriculum will provide one dedicated session every week. For Term 1, **15 lesson plans** have been developed, with teachers selecting 12 sessions based on their classroom needs. Production of accompanying learning videos is currently underway to support teachers in delivering engaging and child-centred classroom experiences.



Communities that Care | Jharkhand



Laying the Groundwork for Community-Led Early Childhood Development

Supported by **Echidna Giving**, the Communities that Care initiative continued building the foundation for implementation in **Namkum Block, Ranchi**, with a focus on strengthening Early Childhood Development (ECD) and mothers' agency through community-led support systems centred around Anganwadi Centres.

Recce visits were undertaken to shortlist **35 Anganwadi Centres** for the first phase of implementation, while permissions continued through regular engagement with the Department of Social Welfare, Women and Child Development.

Preparing for the Journey Ahead

The newly formed project team completed a four-day orientation programme covering organisational processes, project implementation, and Early Childhood Development. Alongside capacity building, the team began developing Mother Circle sessions, children's activities, teaching-learning materials, and implementation strategies to support field rollout.

Preparations are also underway for a comprehensive needs assessment in collaboration with the Research & Innovation team, while documentation systems and implementation planning continue to strengthen the project's foundation for the months ahead.



Welcome Aboard!



Megha HV
Junior Associate



Utkarsha Pazare
Junior Associate

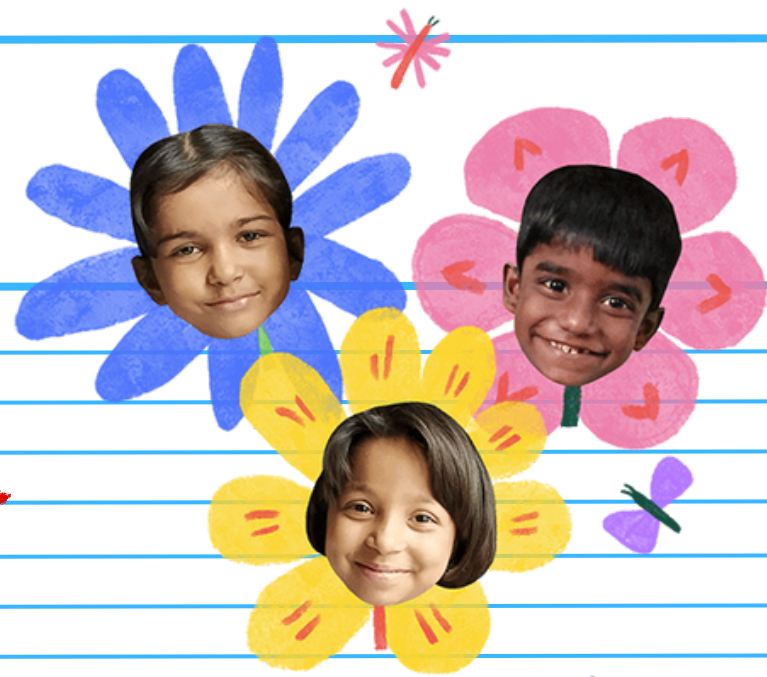


Purnima Jha
Junior Associate

Adolescence

Recognising the challenges adolescents face, our emotional well-being interventions are designed to improve school engagement and prosocial behaviour. Programmes included workshops, games and activities focused on mental health awareness and peer support.

100%



Sampoorna 2.0 | Jharkhand

Listening, Learning, and Preparing for the Next Phase

As preparations for Sampoorna 2.0 continue, the team undertook exploratory assessments to better understand existing student leadership and parent engagement systems across Jharkhand.

Interactions with newly formed and existing Bal Sansads explored student participation, leadership structures, and election processes, while Parent-Teacher Meeting assessments across six schools engaged headmasters, teachers, and School Management Committee members to understand opportunities for strengthening family participation in school education.

These insights will help shape programme strategies around student leadership, school engagement, and community participation.

Building a Shared Vision

Representatives from **15+ Sampoorna partner organisations** came together in Ranchi for a two-day retreat to collectively shape the programme's next phase.

Through collaborative discussions, partners strengthened their shared understanding of Social-Emotional Learning, Bal Sansad, teacher engagement, community participation, and inclusive education, aligning around a common vision for implementation across Jharkhand.

From Planning to Action

Building on these discussions, partner organisations later convened in Delhi for a five-day implementation planning workshop ahead of the programme rollout in August.

The workshop focused on translating strategy into action through collaborative planning, school visits, and the co-creation of facilitator guides, annual plans, implementation pathways, district-level strategies, and programme resources. Interactions with headmasters, teachers, and Bal Sansad members ensured these plans remained rooted in the realities of schools and communities.



Chennai Children's Choir | Chennai

Celebrating Community, Welcoming New Voices

June was a month of celebration and new beginnings for the Chennai Children's Choir. World Music Day brought together current learners, facilitators, alumni, supporters, and well-wishers for an evening that celebrated music, learning, and the community built through the choir over the years.

The celebration also featured an Alumni Meet, where former choir members reconnected with one another, shared their journeys, and encouraged the current batch of learners. The gathering reflected the lasting relationships and sense of belonging that continue to grow beyond the classroom.



Beginning a New Musical Journey

As the choir expands its reach, auditions for the **9th Batch** were conducted across nearby schools. The team approached seven schools, receiving permission from four schools to conduct auditions through the strong relationships built with school communities.

Approximately **60 students** were shortlisted, following which a Parent Orientation brought together **30-35 parents** and students to introduce families to the vision, learning approach, and expectations of the programme.

With the 9th Batch now beginning regular classes, another group of young learners has embarked on a journey of music, creativity, confidence, and community.



Delhi Children's Choir | Delhi

Celebrating Growth Through Music and Community

May began with the Delhi Children's Choir's Parent-Teacher Meeting, bringing together 18 learners and 14 parents for an afternoon of music, reflection, and meaningful conversations.

The session opened with a Social-Emotional Learning activity that encouraged parents and children to appreciate one another's everyday strengths. Learners then performed songs they had been rehearsing over the past few months, allowing families to witness both their musical growth and growing confidence on stage.

One parent reflected,
"Watching my child perform felt like seeing my own musical dreams come alive."

The afternoon concluded with individual conversations between facilitators and parents, creating space to discuss each learner's progress and aspirations for the months ahead.

Exploring New Musical Journeys

Across May and June, 21 learners continued strengthening their musical practice through Indian classical music, Western ensemble singing, composition, and guitar training.

Alongside learning songs such as Ikk Kudi, Kun Faya Kun, and Noor-e-Khuda, learners experimented with composing their own music, encouraging creativity, collaboration, and active listening.

World Music Day became another milestone as learners confidently hosted a one-hour Instagram Live jamming session. The newly formed Jackfruit Choir also expanded its repertoire by learning and recording Phool Dei (Kumaoni) and Ek Baar Nacho Maa (Bengali), embracing new languages and musical traditions while strengthening ensemble learning.

With every rehearsal, learners continue to grow not only as musicians but as confident young people who learn, create, and perform together.



Research & Impact

Exploring AI's Role in Strengthening Evaluation Practice

As part of **gLOCAL Evaluation Week 2026**, the Research & Impact team participated in the webinar Inside the AI-Augmented Evaluation Workflow: How AI Is Changing Everyday Evaluation Practice, hosted by The 4th Wheel Social Impact.

The session explored how Artificial Intelligence is being integrated across different stages of evaluation, from literature reviews and tool development to data analysis and reporting. While AI can improve efficiency and support evaluators in tasks such as developing theories of change and identifying analytical approaches, the discussions underscored the continued importance of strong research methodologies, contextual understanding, and critical judgement.

The webinar also highlighted the need for responsible AI adoption through clear organisational guidelines, reinforcing the role of AI as a tool that complements, rather than replaces, human expertise in evaluation.



Project Sakhi

| Chennai, Bengaluru, Hyderabad, Trivandrum & Pune



Building Confidence Through Summer Learning

Across cities, Project Sakhi transformed the summer break into an opportunity for learning, leadership, and self-discovery. Through workshops, exposure visits, creative activities, and Social-Emotional Learning sessions, Sakhi girls strengthened life skills while preparing for the academic year ahead.

Exploring New Opportunities

The Perambur Junior cohort visited the NalandaWay office for the first time, participated in a summer workshop, attended a career awareness session, explored AI in the arts at the Goethe-Institut, and completed fifteen home visits. The team also celebrated the successful transition of students into Grade 11.

In **Hyderabad**, girls participated in a three-day Summer Workshop focusing on leadership, communication, and personal growth before visiting the GlobalLogic office, where they explored GIS Mapping, the OSM programme, and the corporate work environment.

The Hyderabad cohort also celebrated an outstanding academic milestone, achieving a **100% pass percentage** in the **Class 10 Board Examinations**, with **five girls scoring above 90%**.

Meanwhile, the **Choolai** cohort participated in a volunteer engagement at the GlobalLogic office, collaborating with employees on an art-based activity that encouraged creativity, teamwork, and meaningful interaction through the creation of colourful handcrafted flower vases.

Learning Beyond the Classroom

In **Trivandrum**, the two-day Summer Camp encouraged girls to explore responsible social media use, gender equality, personal safety, healthy relationships, and future aspirations through interactive sessions, appreciation letter writing, and vision board activities.

In **Pune**, expert-led sessions on digital literacy and online safety complemented Social-Emotional Learning activities, helping participants build confidence, resilience, leadership, and responsible digital citizenship.

In **Bengaluru**, the Summer Camp combined academic support, life skills, Social-Emotional Learning, creative games, and team-building activities, creating a positive environment that strengthened communication, creativity, problem-solving, and peer relationships.

Across locations, these experiences continued to strengthen girls' confidence, leadership, career awareness, and aspirations while creating opportunities to learn beyond the classroom.



Art Vandī | Tamil Nadu

A Summer of Creativity, Confidence, and Self-Expression

Throughout May and June, Art Vandī travelled across communities and schools, creating spaces where children and adolescents explored creativity, identity, and self-expression through theatre, puppetry, storytelling, and visual arts.

Supporting Young People to Imagine Their Futures

The summer began with theatre-based learning sessions for around **80 Sakhi girls** across three Chennai cohorts.

Senior participants used Forum Theatre to reflect on career aspirations and navigate real-life challenges through role play. Junior cohorts explored self-discovery, teamwork, and constructive feedback through interactive games, while the Choolai cohort experimented with shadow theatre to express personal insecurities and visualise their future goals.

Stories That Brought Communities Together

Art Vandī also partnered with Yein Udaan for a two-day Community Summer Camp, where **25 children** designed original puppets using everyday craft materials before transforming them into characters for collaborative puppet performances inspired by local stories, lived experiences, and their own imagination.

One participant summed up the experience with delight:

"வெயிலை வெல்லலாம், வெளில் போகாம்... ஏசி வண்டியில் ஆர்ட் பண்ணலாம் பயமே இல்லாம்!"

("Beat the heat and skip the sun, Art Vandī's AC makes art fun!")

Beginning the School Year Through Art

As schools reopened, Art Vandī facilitated a week of arts-based learning for **140 students** at Olcott Memorial School through age-responsive creative experiences.

Primary school students explored identity and belonging by creating self-love portraits, making expressive puppets, and experimenting with Warli art. Older students deepened their creative practice by developing original puppet characters, writing scripts, and presenting their own performances through collaborative theatre-making.

Reflecting on the experience, one student shared:

"எடுத்த போட்டோவ் இதுவரை யாரும் காட்டல... ஆனா இப்போ, எங்க முகத்த நான்களே பாத்து, பேப்பர்ல ஒட்டி ரசிக்குறதுல... எங்க சந்தோஷத்துக்கு அளவே இல்ல!"

("People from NGOs always take our pictures but never show them to us. This was the first time we got to see ourselves, and creating art with our own photographs made us feel incredibly happy.")

As the new academic year begins, Art Vandī continues to create opportunities for children and adolescents to build confidence, express themselves, and connect with their communities through the arts.



Looking Ahead

"Tell me and I forget. Teach me and I remember. Involve me and I learn."

— Commonly attributed to Benjamin Franklin

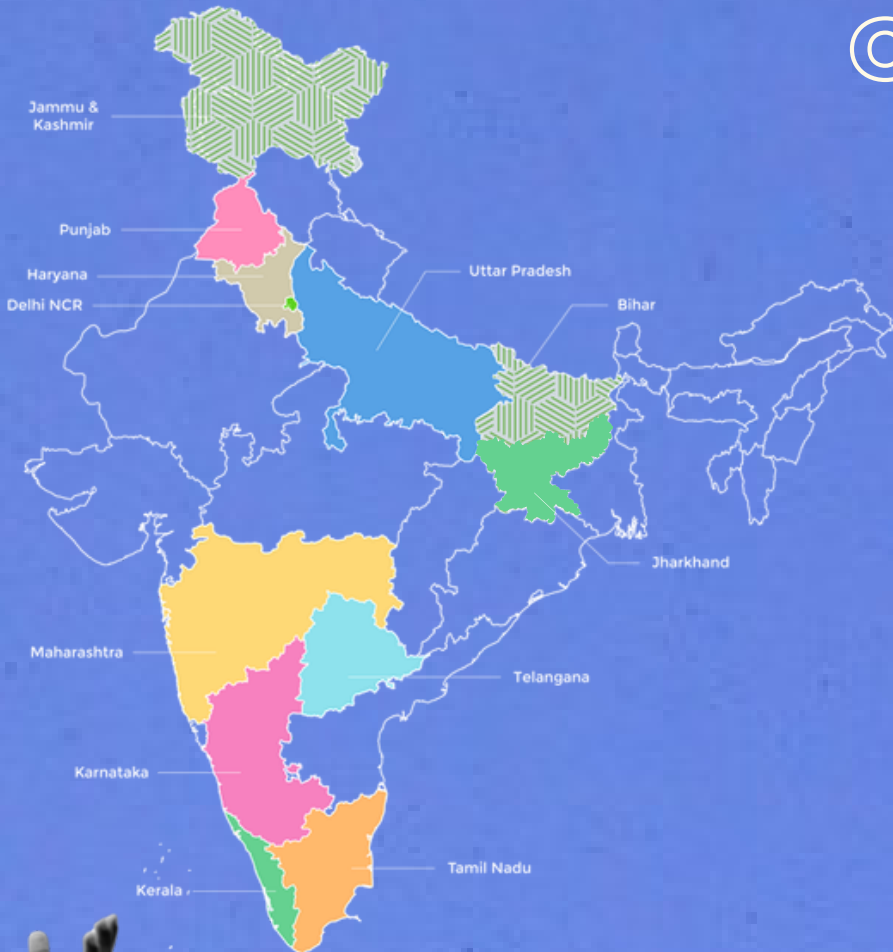
As the new academic year gathers momentum, our focus shifts from preparation to purposeful action. Across programmes, children are stepping into new learning journeys, educators and facilitators are bringing fresh ideas into classrooms, and communities continue to strengthen the support systems that help children thrive.

The months ahead will see these foundations come to life through creative learning, meaningful partnerships, and opportunities that nurture confidence, well-being, and lifelong learning for every child and adolescent we work with.

Our Partners



10 million
children
20 years
12 states



LEGEND
Locations where we have
previously worked and
left a lasting impact.

