

DOOR STEP SCHOOL, MUMBAI

School on Wheel Project

Supported by Child Action & Hemraj Goyal Foundation

Progress Report for the period of February 2023 To June 2023

**Project title- School on wheels-
Non formal education for street children and pavement dwellers**

Number of beneficiaries' location wise

Sr. No.	Location	No of Beneficiaries	Supported By
Sow I	Oberoi Mall, Film city Aimbawadi, Indira Nagar , Raguleela,	156	Child Action
SOW II	Malad track , Poisar Gymkhana Chikuwadi, Flower Market , Navapada(B)	196	Hemraj Goyal Foundation
	Total Beneficiaries	352	



Program overview:

The Door Step school, Mumbai has been contributing to endorsing "National Education Policy 2020" mission launched by Ministry of Human resource development in 2020. This National Education Policy 2020 is the first education policy of the 21st century and aims to address the many growing developmental requirements and emphasises providing quality education system to all the students irrespective of their place of residence, with particular focus on marginalized, disadvantaged, and underrepresented groups. Education is the best tool for achieving economic and social mobility, inclusion, and equality. Initiatives must be in place to ensure that all students from such groups, despite inherent obstacles, provided various targeted opportunities to enter and excel in the educational system.



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Focusing on oral language development at home and society, an appropriate exposure to improve in standard regional language in schooling environment including good listening comprehension skills and development of emergent reading and writing skills in the pre-school years are crucial for language and literacy development in early primary school years. Foundational Numeracy means the ability to reason and to apply simple numerical concepts in daily life problem solving.

Door Step school, Mumbai very effectively has been able to perform Foundational Literacy and Numeracy building initiatives (Under NIPUN BHARAT mission of Education Ministry as per National Education Policy 2020) across **14** slum communities, 6 school on wheels and with 34 government municipal schools in Mumbai metro city and address children's academic challenges throughout the year to perform children better academically. There has been a phenomenal response and acceptance from the parents and teachers towards the new concept of introducing Foundational Literacy and Numeracy to the children attending School on Wheel Buses. The classroom activities were planned to clear children's concept and understandings on reading and recognizing all the alphabets in Hindi / Marathi, formation of word and sentences with desired meaning including basic numeracy concept that helps children to solve day to day life numerology.

27000 children of Mumbai city have been benefited in different educational program run by organisation in year 2022-2023.

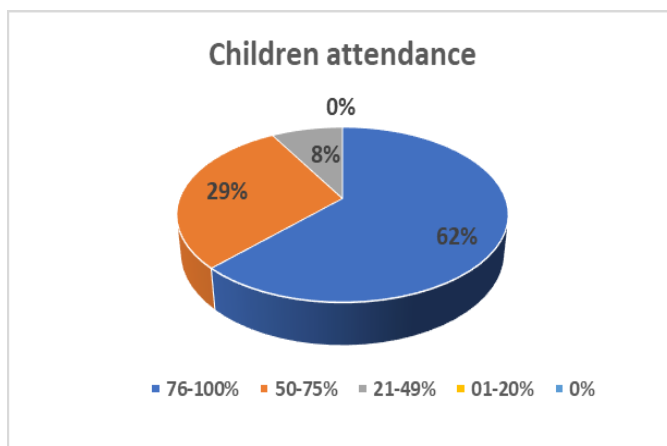
At the beginning of the year, pre assessment of the children has been key methodology to assess children learning levels which eventually assisted to set on children's developmental goal for throughout the year at classroom level. Children assessment is the essential part to know on the child's learning abilities and his/her current literacy and numeracy understating. This assessment was performed for all 100% children attending school on wheel bus program

Key achievements / Highlights:

- Total 352 children have been reached from the project activities under Non -Formal Educational Program on two School on Wheel Buses.
- 96% of enrolled children are sustained in the program by the end of the year and so far more than 50% are enrolled for the next academic year in June 2023
- 620 /732 classroom sessions were conducted by the teachers to enhance children literacy and numeracy skills. 15% classes were always disturbed due to frequent demolition and shifting of children families.
- Posttest of each beneficiaries were recorded against pretest result to see the achievement level of children.
- 262 children of foundation literacy and Numeracy (FLN) program and 63 children Reading performance stated detailed in the report.
- 27 school going children of study class were outstanding, their performance in reading and writing skills were excellent. They started with level knowing letters and words, by end of the year they were able to read fluently with joint words and grammar.
- 83 children from the project community facilitated to get registered in formal school in next academic year. The impact can be seen with the children and parents for their readiness to enrol in formal school where as 32% out of school children are set to go the formal school.
- Two days annual evaluation was performed at the organizational level during the first week of the month, wherein all the project team including field staff actively participated and contributed to access program deliverables and desired outcomes throughout the year.
- Attendance and performance of each child has been closely monitored and tracked on a weekly basis in both ways –offline / online.
- Revision of reading practice and drawing activity was carried out with 110 children of School on wheels
- Rigors follow ups and home visits were made to all the children to ensure their availability for the next year and keep a track record and collect required documents for formal school enrolment purpose for the next academic year.
- Follow up on required government official's permission was done to ensure project smooth functions for the next year.
- Teachers were engaged in developing innovative teaching learning materials, checking records and stock registers, and maintaining required documents in place.

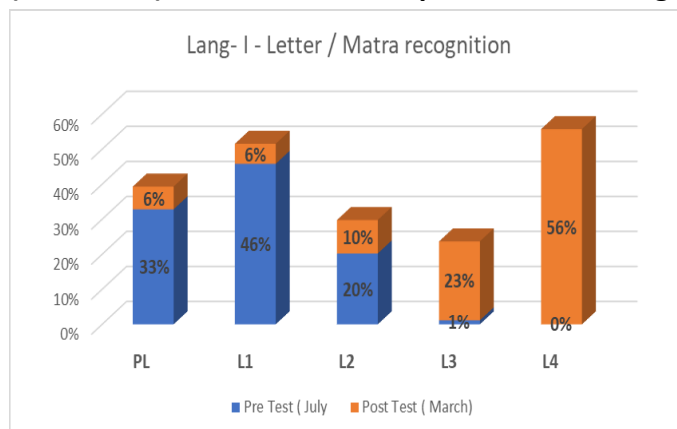
- The project core team was diligently engaged in preparing for the Annual evaluation presentation and documentation.
- Post annual evaluation, a workshop on next year's program execution strategy and way forward was conducted at field level by respective project teams.
- Parents were made aware to register their children for the next year and avail themselves of required documents during the vacation.
- Mental Health intervention has been one of the promising program to help and support children for being mentally well that enables them to concentrate on their academics.
- Door to door follow ups and multiple home visits were made by the field to team to ensure children's continuation in the program.
- 4 days Trainings were conducted by the training cell to develop school teachers' capacity in delivering quality education service.

(FLN based) NFE Class children attendance:

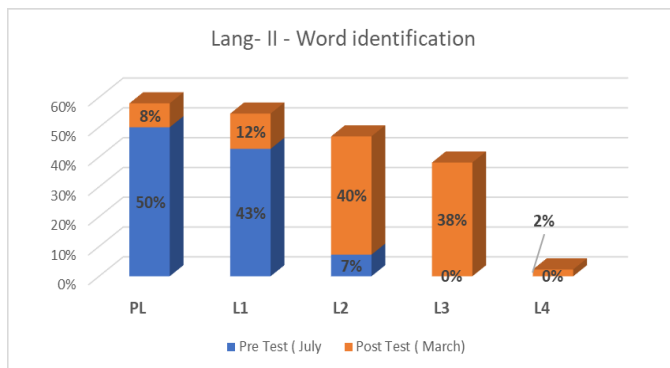


- 62% children attended more than 76% of the planned classes during the reporting period.
- 29% children attended the classes between 50-75% categories.
- Overall, 92% of the children have given good attendance to the classes on SOW 2 buses.

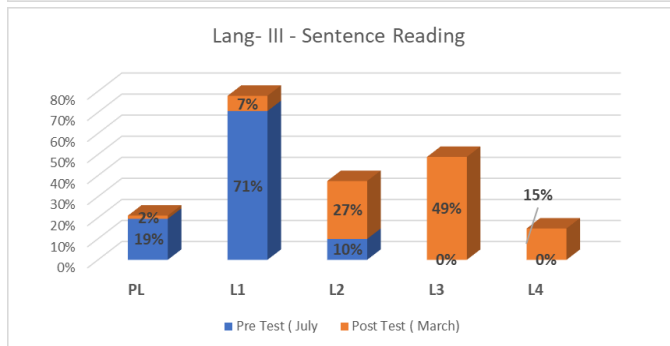
(FLN based) NFE Class children performance- Language (Literacy)- 262 children.



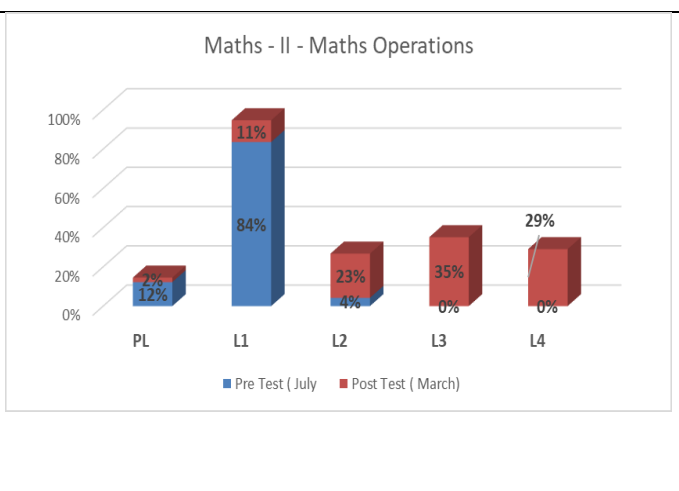
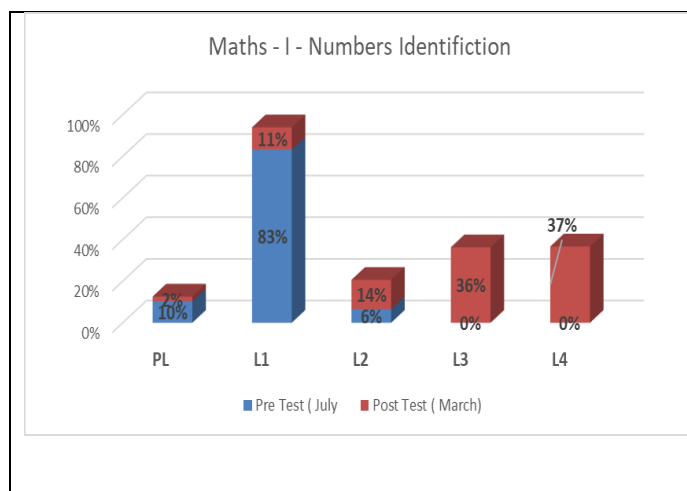
- ✓ 262 children (Under FLN program) were available for the post- test assessment performed in March 2023.
- ✓ 33% children were recorded at preparatory level during the pre-test conducted in July in Letter recognition category, the same % has been dropped to only 6% during the post-test in performed in March 2023.
- ✓ 89% children have jumped to Level -2, 3,4 from 1,2 & PL level by the end of the year. All these children can perform 48 Letters, 12 Matras and 8 conjunction words.



- ✓ 50% children were not familiar with min 46 words used in a day-to-day routine during the pre-test, this ratio has been dropped to only 8% by the year end.
- ✓ Only 7 % children were recorded conversant with more than 100 words during the pre-test, this % has been jumped to 80% by the time of post test



- ✓ 90% children were not able to read and recognize min 21 sentence during the baseline, the same % has been dropped to 9% by the time of post-test.
- ✓ 64% children could read more than 100 various sentences made from the learnt words during the post-test, whereas 0% were recorded in the same category during pre test.



- ✓ 10% children were recorded at preparatory level during the baseline test wherein it indicates none of them were familiar with recognizing and doing any mathematical calculations, the same % was dropped to only 2 % during the post-test conducted in March 2023.
- ✓ 98% children could recognize 1-100 numbers during the post-test including 0 concept, the same % were only 6% during the baseline test.

Reading Performance of Home Lending Program

Levels	Reading ability	Reading Indicators	Pre-Test	Post Test
1	Preparatory. Level	Holds books correctly, follows direction of print (e.g., left to right/top to bottom)		
2	Picture reading	Seeing the picture explains it in simple sentences with understanding		
3	Words reading	Pronounces the sound of each letter and tries to read the word by pronouncing some such sounds together.	11	
4		Reads a whole word at a time	36	2
5		Reads the word once easily. Hesitation to read new words	16	19
6	Sentence reading	Reads sentences made of 4-5 familiar words with easily and understanding. But the sentence in which there is hesitation to read words with new and sanyuktkshar.(joint words)		28
7		Reads sentences made up of 6 - 8 familiar and sanyuktkshar with ease and comprehension		6
8		Reads sentences easily, using punctuation marks properly (— ?,)		8
9	Passage reading	Reads a passage of 3 to 5 sentences easily, using punctuation marks		
10		Reads passages of more than 6 sentences easily		
11		Reads 2 paragraphs at a time with meaning		
12	Extra Reading	Reads different types of texts like prose, poetry, text with meaning		
			63	63

- ✓ 63 children were catered under home lending program this year. All children underwent pre and post assessment of Reading.
- ✓ 100% of children were recorded in words reading and recognizing category during the baseline performed in July, only 3% children were recorded in this category during the post test conducted in March.
- ✓ 0% of children were recorded in sentence reading category at the time of pre-test, 97% children were recorded in the sentence reading category during the post test.

Case story:



9 years, Nagesh lives with his one sister and disabled grandmother in a hut on the foot path of the flower market. -Nagesh's grandmother used to send him to beg near the temple instead of sending him to study, to cut leaves to sell. So, he paid less attention to studies and more attention to having fun and earning money. He used to disturb the entire class by playing pranks on other children. He would scold everyone

even if he was the first one and on the contrary, he would constantly complain about the other person. Due to which the whole class was suffering from it. Even if we called his grandmother, it had no effect. Seeing what his interest was, it was decided to take up his art.

When the reason behind his behavior was found out, it was realized that because his grandmother was disabled, he was not afraid of his grandmother or his sister. And he was loved by everyone in the house because he was the only son (grandson).

He was given the leadership in the classroom. He was consciously taken to life skill sessions and care was taken to ensure that he attends compulsorily. It was decided to enroll his name in Rajda Municipal School to change his behavior and identify himself as such. But he did not have any identity proof with him. Due to the non-availability of his required documents, his admission to the school will be taken for the next academic year. That is why his Aadhaar card (Unique identity number) has been given to be made with the help of teacher.

It has taken a lot of explanations and convincing sessions with his grandmother to allow him to send to formal schooling. Her grandmother was kind of reluctant for his further education as he was helping her to generate their livelihood. We assured him that we would help them to get all the kinds of required documentation in place and also would encourage him to study further.

Now, Nagesh attends our school on wheel bus on regular basis in the morning and in the afternoon time he supports his grandmother to secure their bread and butter for the day.



Extra-curricular activities performed.

Activity	No of children Participated	Outcome
Science day	253	The science day was celebrated at the organizational level to mark the “world science day”. All the children excitedly participated in the celebration plan, developed innovative scientific experiments and module to be demonstrated in science exhibition organized at the organizational level.
Exposure visit	293	Children were provided with an exposure to various public places such as Science center, Zoo, and gardens etc.
Sports Day	250	Children attending our school on wheel bus program were provided with access to enjoy their participation in “Annual sports Days” organized at the organizational level every year. Even children, those who were inactive and discouraged for the entire year, delighted by participating in various sports activities such as running, tug of war, etc.
Puppet Workshop	100	Children were excited to know about the puppet show and why it is important to know about it in the learning process. The workshop helped children to unblock their handicraft skills, develop listening skills and fine tune motor skills.
International Women’s Day	100% female staff involved in the project	Female staff were provided with an opportunity to spend a day at Borivali National Park on the account of “Mahila Din”celebration.



Puppet Workshop



Sports Day

Best Activity : Identify the Matra's

Activity Name- Identity the Matras

Objective: Introducing children to Matras through word group games

Educational Materials: Black board, chalk, word card, duster, simple word cards, matra chart, word card, picture card etc.

Process:

- ✓ Daily reading practice of letters and words through letter card and word card was initiated.
- ✓ Introduced new letter to students also we do the discussion on those letters.
- ✓ Created different words from those letters and put those words on the black board.
- ✓ Did the simple words reading of students to recognize how much they understand the letters and words.
- ✓ While conducting this activity created one table on the black board in the one box students written the letters and another box students written the matra
- ✓ Performed each Matras reading and paired with letter card e.g., “, Letters - etc.

Outcomes:

- ✓ Children were made familiar with the types of Matras and their uses in making meaningful sentences.
- ✓ Students enjoyed this activity & their reading confidence was observed increased.
- ✓ Knowing the Matras assisted children to pronounce and make sentences more easily.

Challenges:

- ✓ There has been a challenge to enroll street children into formal school as they do not have an ease access to school registrations and are at high risk of being dropped out from schooling system.
- ✓ Children and parents are both often observed unenthusiastic toward attaining educational benefits, we always have to push them hard with rigorous follow-ups and multiple counselling sessions to benefit educationally and socially from our SOW services.



- ✓ Some parents lead their children to get engaged with the livelihood activities right from their childhood only as earning becomes their priority, this makes it for us to use our maximum energy in conveying those children and parents to get enrolled in our non-formal educational classes.
- ✓ It is not easy to make seat vulnerable children in the classroom for a longer and keep them engaged in the classroom activities, we have been changing our strategic from time to time to get them back into the main streamline of the education and keep focused at their space.
- ✓ Our school on wheel buses are always put at high risk of getting damaged, taking place by the robberies, rainfall effects and unwanted fines due to lack of parking resources etc.



Learning Language in the classroom



Reading in the classroom



Digital Learning



Use of TLM



Maths Activity



Craft Activity

