

DOOR STEP SCHOOL, MUMBAI

School on Wheel Project

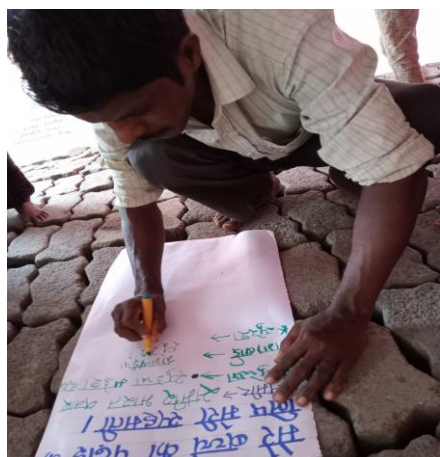
Supported by Child Action & Hemraj Goyal Foundation

Progress Report for the period of September 2022 To January 2023

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

Number of beneficiaries' location wise as of December 2022

Sr. No.	Location	No of Beneficiaries	Supported By
Sow I	Oberoio Mall, Film city Aimbawadi, Indira Nagar , Raguleela,	117	Child Action
SOW II	Malad track , Poisar Gymkhana Chikuwadi, Flower Market , Navapada(B)	194	Hemraj Goyal Foundation
	Total Beneficiaries	311	



Program overview:

This year 2022-23 Door Step school Mumbai has undertaken the responsibility of endorsing and implementing “*Foundational Literacy and Numeracy*” concept launched by the Central Ministry of Education under “National Initiative for Proficiency in Reading with Understanding and Numeracy- “*NIPUN BHARAT*” mission till 2026-27.

We have developed a module and logical framework internally to achieve the expected outcomes from this new initiative as per the Education Ministry guidelines. We are also encouraging Municipal Schools to adopt this format and bring changes in the traditional education system to benefit children faster. Door Step School has also been appointed to train Govt. primary school Teachers, like minded non-government organizations and communities on imparting “*Foundational Literacy and Numeracy*” across Mumbai, Thane, Pune, and Raigad district by Maharashtra Shikshan Parishad.

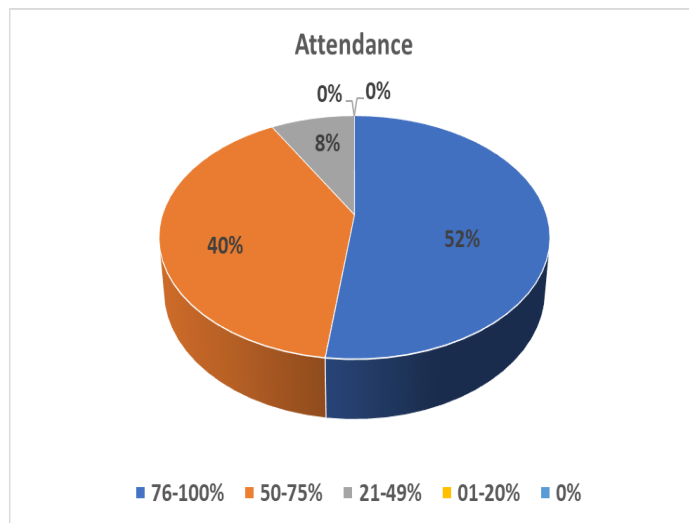
Primarily, it was quite challenging to work with children as they had totally lost their learning interest due to lockdown during the global pandemic for nearly 2 years. Children were not able to concentrate and cope with the classroom environment. It was very tough to bring them back into the fold of education as they had very limited access to online education. Despite many on the ground hurdles and challenges, we have been able to deliver our qualitative services as per the well-designed in-house curriculum framework for 120 days to follow on FLN achievements and expectations at the end of the year. Children’s performance and attendance has been monitored and tracked regularly on a weekly basis as a part of effective program execution strategy, this practice has enabled us to track academic performance of each and every child in order to take his / her foundational skills to the next level. Regular intervention has been performed with our teacher by their immediate supervisor and training cell to ensure all the program deliverables are achieved in an effective way and children are benefiting maximally from it. Our training cell has conducted 13 trainings with each teacher to build their teaching capacity and use teaching/learning material effectively to share literacy and numeracy concepts with ease.

Teacher capacity plays a central role in the attainment of foundational skills, both in educational development and in holistic development of the children. We have formulated a plan with the help of our internal training cell to address classroom level challenges faced by our teachers. Teachers are being educated on classroom control and how to engage children in the classroom activities with effective use of “*Teaching -Learning Material.*” We have shifted our teaching focus from a teacher-led process to learner-led activity and experience-based learning process, where the learning of concepts and topics is considered complete only if the learner is able to demonstrate its application to solve problems in real-life situations.

Key achievements / Highlights:

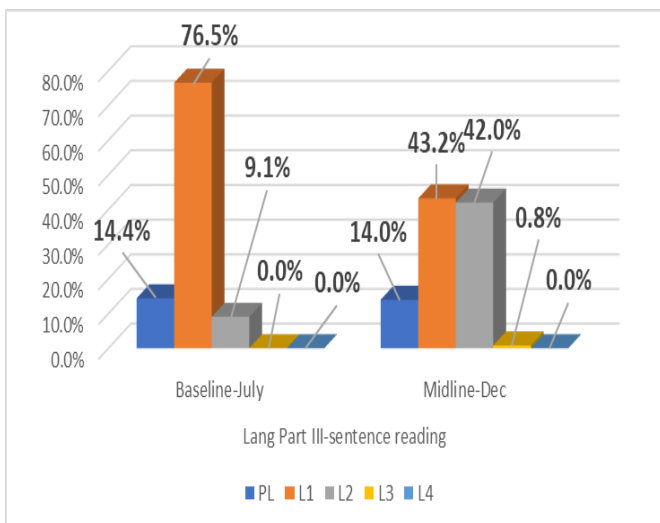
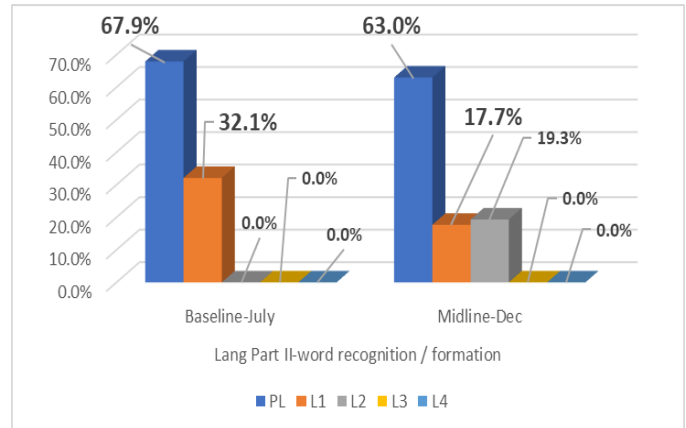
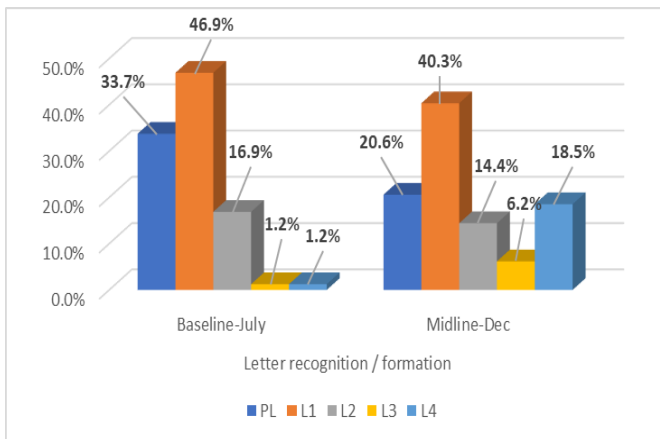
- ✓ 311 children have been reached from the project activities.
- ✓ 626 /661 classroom sessions were conducted by the teachers in order to enhance children literacy and numeracy skills.
- ✓ 51% children from the last year have been continued with the program this year -2022-23
- ✓ 96% of enrolled children are sustained in the program by the end of the dec 2023.
- ✓ Midline assessment has been conducted to assess children learning levels and literacy performance.
- ✓ Attendance and performance of each child has been closely monitored and tracked on a weekly basis in both ways –offline / online.
- ✓ Timely classroom observations and immediate inputs by the supervisor and training cell has been the effective way to perform better.
- ✓ Demonstration of Teaching Learning Material in the classroom has been the most powerful tool to clear syllabus-based concepts.
- 13 trainings have been conducted by our in-house training cell to improve in teaching - learning approach and adopt new techniques.
- Four fortnightly and one-half yearly review meetings were conducted with the project team to ensure project execution plan in place as per the desired outcomes.
- To mark world literacy day, community awareness program has been conducted.
- 279 children across the project locations participated in celebration of “World children’s day” .
- 100% children received mid-day meal support served by the Akshay Patra Foundation
- Children were provided with exposure visits to various public places in order to attain social and educational benefits and add value to realistic understanding.
- 10 parents meeting were conducted across the projects to ensure parent’s active participation in their child’s holistic development.
- Digital education has been one of the core educational activity that helped children to acquire digital literacy skills and abilities which would help them in future to secure their employment.
- Mental health sessions, life skills sessions, exposure visits to various public places, various events and celebration of traditional days have been the supporting activities to benefit children socially, mentally, and educationally.

(FLN based) NFE Class children attendance:



- 52% children attended more than 76% of the planned classes during the reporting period.
- 40% 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)- 243 children.



Language performance -indicators			
Levels	Part I- Letters	Part II- Words	Part III- Sentences
PL	0-18 Letters	0-45	0
L1	19-40 Letters	46-105	1--20
L2	41-53 Letters, including 4 Matras	106-170	21-74
L3	54-59 Letters, including 8 Matras	171-259	75-129
L4	60+ Letters, including 12 Matras	260+	130+

(FLN based) NFE Class children performance-Math's (Numeracy)

Levels	Number		Operations	
	Pre	Mid	Pre	Mid
PL	24 (10%)	23 (9%)	29 (12%)	27 (11%)
L1	116 (48%)	40 (16%)	116 (48%)	73 (30%)
L2	41 (17%)	66 (27%)	76 (31%)	69 (28%)
L3	51 (21%)	103 (42%)	19 (8%)	41 (17%)
L4	11 (5%)	11 (5%)	3 (1%)	33 (14%)
Total	243	243	243	243

Math's performance indicators		
Levels	Part I-Numbers	Part II-Operations
PL	Nil	Nil
L1	1-9 digits recognition, counting	1 digit+,-
L2	Identifying 0 Digit, 11-19 Numbers identification and writing)	Smaller-Larger Numbers, Digits in order, ascending - descending order, 2 digit +,-)
L3	21 -70 numbers identification	addition & subtraction, 2 & tables, Word problems
L4	71 -100 numbers identification, 100 to 1000 numbers identification	1-digit multiplication, word problems- +, -, x



Home Lending program -baseline performance

Levels	Reading ability	Reading Indicators	Pre-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.	9
4		Reads a whole word at a time	15
5		Reads the word once easily. Hesitation to read new words	9
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.	
7		Reads sentences made up of 6 - 8 familiar and sanyuktkshar with ease and comprehension	
8		Reads sentences easily, using punctuation marks properly (— ?,)	
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	
			33

- ✓ **33 / 34 children from 5th to 8th Std were available for program baseline assessments.**
- ✓ **100% children are recorded in word reading category wherein they can recognize and identify words.**
- ✓ **None of the children has been recorded in sentence reading and passage reading category.**
- ✓ **Post-test performance would be reported in next quarter report.**

Case story:

9 years old Manju resides in Borivali, poisar community with her parents. Her family consists of 6 members including her mother, father and 3 sisters. Her mother begs throughout the day to support her family economically. Her father is alcohol addicted and keeps sleeping all the time. Manju attended our School on Wheel bus program along with her other 3 sisters.



Manju was our regular student initially. She was very positive towards her life and willing to avail further education. Her classroom involvement also was observed very strong. Despite doing well academically, she didn't receive her parents' support in attending our classes. A few days later she was observed to be irregular and missed her classes frequently. Later she completely stopped attending the classes on the bus. Our teacher noticed her disappearance and made a home visit to understand Manju's concern. It was observed from the home visit that Manju was forcefully being asked to beg by her parents to support them financially, although Manju wasn't willing to undertake this begging activity and wanted to attend school instead. However, her parents did not allow her to attend our classes.

Our field team followed Manju's begging activities and met her mother on the site. We tried to convince her mother on not to engage Manju in begging activities. Her mother argued about how they would be fulfilling their basic needs if they do not allow Manju to beg. After spending about an hour with her mother she was convinced to send Manju to attend the classes. Our team made her aware of the educational importance and how Manju can grow in life and would support her family if she avails good education ahead. Also, we assured that Manju, and her other 3 sisters too would receive one time meal support on bus which would help them to reduce their burden slightly, she was delighted to know of this scheme and happily agreed to send her all the daughters to attend classes on bus.

Now Manju, once again has become one of our regular students. She has achieved desired levels of learning as per our expectations. Her parents also are glad to see her progress and willing to enroll her name in formal schooling. They have also encouraged their other daughters to follow on Manju's approach. Both Manju's parents' mother and father have undertaken the responsibility of earning for their family and do not ask Manju and her sister for begging, in fact they want their daughters to be well educated and have a better life ahead.

Challenges:

- i. There are multiple follow ups and home visits are required to ensure children participation as some the children are still engaged with begging and other livelihood activities on the streets.**
- ii. There is no access to drinking water, electricity and sanitation in the project communities that heavily affects on the children and parents active participation in the project activities.**
- iii. Parents are always in threat of their huts getting demolished by the government authorities. Post demolition of the community we have to struggle a lot to get children back into the mainstream of education.**
- iv. Many of the children are put at mental health risk as domestic violence, alcoholism, addiction, and begging are the constant challenges faced by the children.**
- v. Majority of the children do not own required legal documentation in place, this is the biggest constraint in facilitating children to get registered in formal schooling.**



Photo Gallery



