



Help Them Grow - Vibha



Report on
Educational Activity Centers
(Project Foundation)
April 2017 to March 2018

July 2018

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EXECUTIVE SUMMARY

Door Step School would like to thank **Help Them Grow (Vibha)** for sponsoring our “Project Foundation” activities at the EAC at 30 construction site .

The objective of Educational Activity Centres (EACs) at construction sites is to reach migrant worker’s children between ages 6-14 who do not have access to formal schools through a set of innovative outreach programs. Under EACs, Literacy classes and Study classes (for ages 6-14) and Pre-Primary Classes (Balwadi) and Day Care Centres (for ages 0-6) are run.

This program helps children to:

- Enrol into mainstream schools.
- Perform well in their academics due to support in study and reference classes
- Attend school regularly due to school transport provided by DSS
- Taking care of the younger siblings of the children in Balwadi’s (pre-primary) and Day Care Center we provide at our EACs.

For the period of April 2017 – March 2018, **8464 children** were covered from **Educational Activity Centres** at **112 sites** in Pune. **424 children were enrolled in schools** and **453 children availed of school transport** provided by DSS. Construction site workers are usually migrant in nature. We keep track of the children, who migrate from the current construction site to ensure that the child is continuing in school. Out of the **1890 migrated children** between 6-14 years of age, we were successfully able to track **68% (1277)**. Out of the tracked children, **92% (1176)** are going to schools.

This report presents details of the **30** centres funded by Vibha covering the period April 2017 to March 2018. These centres address the educational needs of children at Construction sites.

QUANTITATIVE DATA

I. List of sites funded by Vibha

Sl. N	Site Name	Statu	Center Starting Da	Center Closing Date		Sl. N	Site Name	Statu	Center Starting Da	Center Closing Date
1	24K Sereno	Current	19-Nov-16			19	Mont Vert Belair	Current	2-Apr-12	
2	Anand Tarang	Current	30-Oct-17			20	Mont Vert Vesta	Current	4-Mar-13	
3	AnantSrishti	Closed	24-Nov-14	1-Jun-17		21	Orabelle	Current	6-May-16	
4	Armada	Closed	17-May-16	9-Aug-17		22	Prima Domus	Current	16-Jan-17	
5	Atlanta II	Current	8-Jul-16			23	Pristine Greens	Current	26-Feb-16	
6	Azure	Current	1-Feb-16			24	Privie Selena	Current	7-Jul-11	
7	Birdsview	Current	15-Apr-17			25	River Residency	Current	6-Feb-12	
8	Blue Ridge	Current	16-Jan-15			26	Rose Mansion	Current	5-Jun-17	
9	Dream Castle	Current	1-Aug-17			27	Royal Entrada	Current	9-Aug-15	
10	Eco City	Current	6-Aug-13			28	Silver Land Residency	Current	1-Aug-16	
11	Falcon	Current	2-May-16			29	Siyona	Current	10-Nov-16	
12	GK St Kanwarram P	Current	10-Oct-17			30	Sterling Tower	Current	2-Aug-17	
13	Hashtag	Closed	1-Sep-16	1-May-17		31	Sun Shine Joy	Current	12-May-17	
14	Isle Royale	Current	1-Jul-13			32	Viva	Current	17-Dec-15	
15	Kumar Princeville	Current	13-May-14			33	Westernhills	Current	3-Mar-14	
16	Little Earth	Current	9-Feb-16			34	Westwood Estates	Current	3-Apr-17	
17	Mhada Group	Current	1-Feb-16			35	Windows Co. Op. Hsg. Society	Current	4-Jul-16	
18	Mont Vert Avion	Current	8-Jan-16			36	Yashwin Anand	Current	15-Apr-17	

II. Number and status of beneficiaries

Each Educational Activity Centre at DSS is divided into 5 class types:

Literacy classes (LC) Aligning with the goals of the Right to Education Act, all the children need to be enrolled in nearby schools as soon as the child is enrolled with its Educational Activity Centers. But till the time this is accomplished those students come under our Literacy Classes. Our aim is to enrol the children within 6 weeks of their coming to our centre. However, some children are not able to go to schools for many different reasons such as parents are not supporting of the idea of going to school, the child is too old to start schooling etc. In that case, these children attend EAC at the construction site where the teachers conduct Literacy classes as per the training imparted to them. These classes are not meant to be a replacement for formal education system, but they are meant to provide supplementary educational services so that these children who otherwise would grow up with no opportunity to education.

Once the children from LCs are enrolled to schools, we count them into our Study Class.

Study Classes (SC) are conducted for children between 6-14 years of age who are enrolled to formal schools. Since we are working with migrant children, a lot of children might have had to move out and when they come back to our classes, they tend to forget what they might have learnt before. The SCs help these children to revise their previous learning. Also, under the RTE Act children have to be enrolled to their age appropriate classes. So a lot of children who have never been to school before lag behind in their studies and eventually lose their interest in school. Hence, the Study Classes enable us to help bridge their gap thus helping them catch up.

Reference Classes are conducted for the children between 6-14 years of age who are now able to read. They come to our centres for guidance from teachers and sometimes volunteers and for various activities that are conducted as well for reference books.

Balwadi or pre-primary classes are run for children between 3-6 years with the focus to get them ready for school. Innovative teaching aids are used to teach children and to sustain their interest in learning all throughout the day. Various development milestones are taken into consideration while teaching them or while conducting any activity.

Crèche is run for children between 0-3 years. Taking care of the younger siblings (infants and toddlers) has become a critical activity for us so that the older children may attend school. (The older children have to often stay at home to take care of their younger siblings since both their parents work.) A separate teacher takes care of the younger siblings.

The below table shows the status wise and gender wise number of beneficiaries attending the EAC in throughout the year 2017-18:

Class Type	Boy	Girl	Grand Total	Continued	Dropped Out	Migrate	Grand Total
Creche	688	691	1379	349	29	1001	1379
Balwadi	531	477	1008	271	3	734	1008
Literacy Class	201	196	397	64	4	329	397
Study Class	196	155	351	142	17	192	351
Reference Class	68	62	130	76	18	36	130
Total	1684	1581	3265	902	71	2292	3265

Total no. of children enrolled to Vibha funded construction sites were **3265**, out of which **2292** children migrated to another construction site or town. The dropouts are the children who are still in the site however do not come to the EAC. 71 children dropped out from the period April 2017-March 2018.

III. Attendance vs. Learning Levels

Progress tracking: Based on the experience Door Step School has worked out the number of days required for achieving a particular level while learning to read. Learning to write is also encouraged, however the main objective is that each child should be able to read simple sentences with composite letters in 120 days. This is split into the following major 3 steps:

1 to 50 days = Teaching Alphabets

51 to 90 days = Teaching Matras

91 to 120 days = Teaching Composite letters

It is further split into 5 levels:

Day-wise Learning Levels:

Level I: (1 to 25 Days): A child is learning Alphabets

Level II: (26 to 50 Days): A child learns all the 46 Alphabets by the 50th day and begins learning Matras

Level III: (51 to 70 Days): A child learns all Matras by the 90th day

The teachers mark the attendance of the children daily and track the performance levels on a weekly basis. The levels and attendance are reported back to the MIS Team at the end of the month for data entry and reporting.

Co-ordinators analyse the data every month and take necessary corrective actions in association with the teachers and supervisors. Management review of the progress is part of the half-yearly review meetings/presentations.

This data is taken for children in literacy and study classes only. Below is the data for all the unique beneficiaries from year April 2017- March 2018 according to the number of days:

Number of days attended	Learning Alphabets	Alphabets Completed	Learning Matras	Matras Completed	Composite Words	Grand Total
1 to 25	147	54	37	26	67	331
26 to 50	25	24	22	24	36	131
51 to 70	16	12	20	11	14	73
71 to 90	3	0	4	5	11	23
91 to 120	7	0	12	11	29	59
120 & above	19	10	8	11	119	167
Grand Total	217	100	103	88	276	784

Out of **784, 344 (44%)** children are on expected level of learning. **138 (18%)** children are below in 243 expected level.

IV. Education Support Services

a) Enrolment and transport:

Education Support Services	
Children Enrolled in Schools	165
School transportation provided	86
Children going to schools by themselves	243

Right to Education Act makes it mandatory for the children to be enrolled to schools. Door Step School works with the parents and schools for enrolling the out of school children to mainstream schools. This year around

40% parents enrolled their children to school themselves. Total of 165 children were enrolled to schools throughout the year.

Without any provision for school transport, children are sometimes unable to attend school. Door Step School has been bridging this gap by providing school transport for bringing children to municipal schools. We also motivate parents to own up the transport facilities or walk their children to school. Around 243 children walked to school or parents arranged for their own transport facilities for year 2017-18.

Tracking:

Migrated	Total tracked	Going to school	Not going to school
557	557	434	123

Since we are working with the migrant population we need to track whether the children get enrolled to schools again once they have migrated from the site. We use various methods to track the children, one of which is 'My Card' (My book). This cards are given to the parents when their children are first enrolled at our centres and included all the contact details of our and the school representatives. The parents sometimes call us to inform that they are leaving the site, however, most of the times they don't. Since we take their contact numbers in the beginning we call them. Otherwise we check with their neighbours or relatives who are still on the site.

A total of 557 children between 6-14 years of age migrated during April 2017 – March 2018. We could successfully track all of them and confirmed that 434 children are going to school. In many cases parents too informed us while migrating.

V. Centre Wise data

Please refer the link below

[DSS-PF- Help Them Grow\(Vibha\) Data Matrix of Beneficiaries April 2017 to March 2018.xlsx](#)

QUALITATIVE DATA:

Introduction

Door Step School believes in overall holistic development of children. We primarily use the below methods to facilitate learning:

- 1) Blackboard method
- 2) Teaching Tools
- 3) Project method
- 4) Events and Celebrations

5) Other Activities like conducting Science Activity, Water and Sanitation Hygiene initiative.

And to effectively run the above activities at all our centres, following practices are followed every month:

Planning: On every first Saturday of the month, all our teachers, their supervisors and coordinators come to a location. This is called a Cluster Meeting. During this meeting the teachers share their experiences and ideas with the entire team. Also systematic planning for the coming month is done by their respective coordinators.

Monitoring: On every second Thursday of the month, the Coordinators and Supervisors present the previous month's data and happenings at their respective clusters (A group of Centres assigned to a coordinator is called a cluster) with the DSS Management Team.

i. Blackboard Method and Teaching tools:

We use various teaching tools in order to facilitate learning. DSS has developed a lot of teaching tools for mathematics and especially for language since our focus is primarily teaching Marathi. The children at the centres are all at different levels of Learning and understanding. The basic ideas/concepts are introduced and taught using the Blackboard. This is a common Learning platform for all the children in the class. Once this is done, the children are grouped according to their Learning Levels and they are given tools according to their levels. This gives the children the much needed practice. Apart from this we also use Door Step School's graded books for practice.

Observations:

Teaching tools help develop the children's interest in studies, increases their attention spans and makes learning fun, the children get involved and thus learn and retain the information in a better manner.

ii. Project method:

Door Step School uses Project method to facilitate learning. Every month a project topic is assigned to the centres and the teachers facilitate knowledge transfer through various different types of activities like drawing, colouring, imprinting, preparing collages, scrapbooks and models, storytelling, songs, etc. Small and simple experiments are also conducted. We also cover the information in their school textbooks related to these topics for the Study and

literacy Class children (for instance, during seasons topic, the children were shown and explained the water cycle). The experiment was also demonstrated.



Below topics were covered in this academic year:

Month	Topic
April	Flowers
June	Animals
July	Seasons
August	Vegetables
September	Festivals
October	Revision of last 4 topics
November	Fruits
December	Birds
January	Flowers
February	Vehicles
March	Our Helpers

Observations:

- ❖ They understand, comprehend and remember the information better.
- ❖ The teachers ensure maximum participation from each and every child.
- ❖ Older children are guiding the Balwadi children, giving them ideas and information.
- ❖ For children between 6-14 years, we are conducting activities from their text books/ curriculum.
- ❖ Children are more confident and express themselves more creatively.

iii. Science Kit Activities

QUEST is a Science - Math laboratory for children started by Mrs. Malti Kelkar who is extremely passionate about both the subjects. All the necessary apparatus, instruments, chemicals, scientific toys are present in the lab. The motto at Quest is 'Doing and learning'. (For more information, please visit their website: <http://www.questsc-mathlab.com/pages/about-us#>)

They conduct weekly sessions with the DSS construction site children at their lab. However, owing to the distance, since a lot of children are not able to attend these workshops, they have donated science kits at the centres. The apparatus in these kits allows us to conduct around 15-20 science experiments and mathematics games. The QUEST team then delivers regular trainings to DSS teachers on how to conduct these experiments. The below

experiments were conducted this year. Around 180 children from 12 sites participated in science experiments every month.

Month	Science Experiment Topic
Jun-17	1. Refraction and reflection of light (Creating your own rainbow using a tub of water, a mirror and ensuring there is enough sunlight!)
	2. Light is a combination of seven colours formed in the rainbow (The children were taught to make a spinning top based on the concept of Newton's disc)
	3. Water Cycle (according to that month's Project topic)
Jul-17	1. Magnetic Properties
	2. Air Pressure experiment demonstrated by a plastic bottle with holes.
	3. Connecting the straws game
Aug-17	1. Oxygen is required for burning
	2. Separation of solid substances
	3. Beam balance - mathematics game
Sep-17	1. Density of water (Boiled egg floats in salt water whereas drowns in plain water)
	2. Differentiate between acidic and alkaline substances
Oct-17	Revision of previous experiments
Nov-17	1. Observing Flowers under magnifying lens
	2. Prepare an erupting volcano (chemical reaction between vinegar and baking soda)
	3. Preparing a magnifier out of a plastic bag filled with water
Dec-17	1. Floating needle
	2. Prepare a box camera
	3. Air pressure demo of a ball in water tub
Jan-18	1. Testing starch
	2. Mathematics game: Magic of 11
Feb-18	1. Preparing Carbon Dioxide in the lab

2. Make table from balloons (demonstrate concept of weight and force distribution)



Teachers training on science experiments



Experiment in progress

Water and Sanitation Hygiene (WaSH)

WaSH is a program developed by Kirloskar Foundation with the objective to create awareness on sanitation, hygiene and cleanliness and is being implemented at our centres since the last few years. The implementation staff from Door Step School receives formal trainings organised by Kirloskar Foundation every month. Apart from trainings, the Kirloskar foundation team also provides all the centres with printed material to conduct the activities. Around 380 children from 15 Vibha funded sites participated in WaSH activity every month.

Below are the topics covered since the programme started this year in July 2017:

Monthly activities since July	Topic
Activity 1	Formation of WaSH Club, WaSH rally: No Spitting
Activity 2	Clean and Pure Water
Activity 3	Segregation of Waste
Activity 4	Hand Wash
Activity 5	Parents meetings

The activities this year started with the 'No spitting rallies' in all the labour camps. Spitting outside on roads has been a huge nuisance. Once the children understood this, they also insisted that their parents do not spit in the public. Apart from this, a few children also explained to their parents the hazards of eating 'Gutkha'.

The parents especially gave us the feedback that the information provided about importance of pure water and how to keep water purified was especially helpful and they have now started boiling the water, ensuring its kept covered, they also use alum for purifying water.

We explained to the children the importance of segregating waste, how to differentiate between organic and inorganic waste through various activities. A few children have insisted on having 2 different containers for trash at home.



The Supervisors who implement this activity at their respective centres have attended 7 trainings including a day's orientation session.

OTHER ACTIVITIES

Parents Meetings:

Raising awareness of parents and improving parent participation in their children's education has always been a crucial part of all Door Step School Programs. In the last year, strengthening the parent's active involvement in this was one of the focus areas of the Project Foundation and we saw a positive change in which the parents have now started enrolling the children themselves, they are willing to partially or entirely contribute in school transport. They have now also started going to their children's schools for PTAs, or collecting Report cards, or for getting Aadhar cards made, etc. The parents were usually hesitant to go to schools in the beginning.

We conduct monthly parent meetings in the third week of every month at all the sites.

For those parents who are unable to attend the meetings since both are probably working at the sites, we also visit their homes to appraise them of their child's progress and also to give them the information they might have missed at the meetings held at the centre.

Given below are broadly the main topics covered in the meetings conducted this year:

- Importance education: Information about RTE Act and school enrolment
- How should their relationship with their children be.
- Send to schools regularly, attend PTA meetings in schools
- Arrange school transport
- Inform before leaving the sites: Give them 'My Book' which helps us in tracking the children once they migrate
- Nutrition, Cleanliness, Illness and diseases: Prevention
- Awareness about child abuse
- Safety during Diwali and other festivals
- They need to come to the centers for feeding on time, send clothes for changing

- Information about six monthly and Annual examinations/ Come back from villages after Diwali and Summer vacations

Additionally, to encourage maximum attendance in these meetings we use various methods to call the parents like sending invitation cards prepared by their own children, telephone calls, informing the site in charges, etc. We often organize some activities for the parents for instance drawing contests, playing fun games, etc. and they look forward to something different.

Apart from covering the above topics, we worked specifically on encouraging the parents to enroll the children to schools themselves (with guidance from our staff if required), encouraged them to make provision for school transport, attend PTA meetings in schools and ensure that they collect TCs before migrating.



Transport facilities arranged by parents in



Parents meeting in progress

Festivals and celebrations:

All the festivals and important occasions are celebrated with the children at all our centers throughout the year. The objective of celebrating the festivals is teaching them about diversity of Indian culture, giving them information about the logic behind most of the rituals, why not to blindly follow certain rituals. This also gives them an opportunity to celebrate, gives them the feeling of inclusion. They often dress up in traditional outfits and enjoy themselves thoroughly. This year a training was also conducted for the teachers on how to celebrate the festivals and how to provide the children with the appropriate information.

Exposure visit:

As part of the monthly project topic 'Seasons' for the month of August, 20 children from Westernhills site were taken to the Indian Meteorological Department where the children were shown and explained the working of various measuring instruments used for measuring wind, temperature, rainfall, etc. The visit was helpful for clearing the children's concepts from their text books.



Lit Bug Festival: A reading & literacy awareness program undertaken by the Story Station to inculcate the habit & spread the love for reading. Around 50 children from 4 sites experienced the activities. The activity was held on 29th April.

Sprit of Wipro Run: 18 children from 2 Vibha funded sites participated in Lezim as part of Spirit of Wipro run activity in the month of August.

Picnics: Like every year, this year too children of construction sites were taken to nearby places for fun activities. Children enjoyed the rides, games, fun activities and snacks provided by DSS.

Visit to International school: 28 children from Blue Ridge & West wood Estate sites were taken to Mercedes Benz International school for student exchange activity.

Student Exchange Program: Pumpkin Patch School & Indira Kids school students and teachers visited the construction sites and interacted with DSS children. The older children exchange the information (about self) and had activities with all the children.

Volunteers: Volunteers support all our activities by giving their valuable time and skills. The volunteers usually take up teaching at the sites, or help us organise events or be a part of festival celebrations. They are a source of inspiration for the children apart from the guidance they get in their school subjects:

Name of the volunteer	Organisation	Days	Activities
Muskaan Javheri	Individual	5 days a week	Basic English, Maths Performing Arts ,preparation for Independence day celebration
Teachers (13)	Bubbles School	1 day	Songs, Creative activities
Nilanjana	Individual	3 days a week	Basic English
Soham Kulkarni	Individual	Once a week	Communication, English Grammar
Sangeeta More & Priyanka More	Individual	20 hrs.	Stories, helping in studies.
Sheetal Borikar	Individual	Once a week	Different activities with children.

Rajiv Mehta	Individual	2 days a week	Basic English
Sailee Bhatkar	Individual	Once a week	Information on concepts of Science & Geography
Ashutosh Chaughule	Individual	Once a week	Fun activities
Gayetree +5	3DPLM	2 days	Fun maths & Yoga
Vaishali Gadivan	Individual	Once a week	English



Volunteers interaction with children

Special Mentions: Devendra Dhruv age 5 from Siyona site has been coming to the centre from past 3 months. Initially the child was very notorious, not listening to teachers and disturbing the class. Due to the regular intervention of teachers and the child's energy was channelized. Now the child is showing remarkable improvement in behaviour.

Pooja Gajendra Yadav 7 yrs old girl from Prima Domas site joined EAC in the month of June. We immediately enrol her to regular school and providing her support class. Soon Pooja's parents were asked to move to another site by the contractor. Pooja insisted on staying here only site. The father took decision on keeping Pooja's mother with her and moved alone to another site for work.

Awareness of Parents towards their child's education: Maruti Kamle, of Little Earth site, and a parent of 3 school going children, was sending to DSS Education activity centre for support classes from past 8 months., Suddenly he got transferred to another site, In the month of March, which is very far away from the current location. His children were doing good in academics and also very regular to EAC. Hence, he decided to keep the family in current location and move alone to the new place till the exams are over. He decided to shift the family after the exams are over. This shows that Parents are getting aware of their child's education.

A step towards Sustainability: River Residency site has started in the year 2012. With the DSS staffs intervention, children were enrolled to school and DSS transport services were provided to continue the children to school. Also parents were intervened regularly to increase their involvement towards their child's education (i.e. school enrolment, school regularity, and arranging for transport facilities

on their own) In year 2016-17 Parents arranged their own transport facilities for their children to school. In the year 2017-18 we noticed that 35 children are continuing to school.

Trainings and Capacity Building

Door Step School's Training Centre 'Parivartan' conducts regular new teachers' trainings, monthly refreshers trainings for teachers and supervisors and coordinators. The staff needs trainings to modify the method of working as per the needs, as well as for working more efficiently. This helps to achieve objectives set by the project. Apart from the new teacher's trainings, the below refreshers' trainings were conducted for the entire staff this year:

Month	Staff trained	Training Subject
April	Teachers	Pollution and its effects
April	Supervisors and Coordinators	How to Handle change effectively
June	Teachers	Charts and picture reading (चित्रवाचन/ चार्टवाचन)
June	Teachers, Supervisors, Coordinators	Cyber Crime Awareness
June	Teachers, Supervisors, Coordinators	Orthography and Writing skills (शुद्धलेखन व लेखन कौशल्ये)
July	Teachers	Celebration of festivals (Info about festivals)
August	Teachers, Supervisors, Coordinators	Changes in the Learning Levels programme and Comprehension for children
September	Teachers	Usage of Balwadi Kit
September	Supervisors and Coordinators	Kaizen
November	Teachers	Communication with parents
December	Teachers	Composite Letter words (जोडाक्षर)
January	Teachers, Supervisors, Coordinators	Exhibition on 'Expression' by training centre
February	Teachers	Children's rights and safety
March	Teachers	Stress Management
March	Supervisors and Coordinators	<i>Joys of living (आनंदानी जगण्यासाठी)</i>

Apart from these, a series of training sessions were conducted by an external resource person for the supervisors and coordinators on 'Understanding the project' from November to February.

In Focus 2017-18

1) Bringing granularity in Marathi Learning Levels:

Language literacy is one of the most important activities of the Study Classes and Literacy Classes conducted at the Educational Activity Centers. The 120 days Learning Levels program was a guideline for teaching Marathi language and has always been effective and a results yielding methodology of teaching language to the migrant children. Since the plan has been so well defined, the teaching, supervising and the monitoring staff have been able to effectively plan each child's progress according to his/her learning levels. The teachers would go about the teaching according to their comfort; they would ensure that children learnt Alphabets in 50 days, Matras in 40 days and Composite letters in 30 days without any specific sequence.

In 2017-18 the team's focus has been on giving a more detailed classification to the Learning Levels structure: a finer structure was prepared for the teachers where we defined the exact matras/ letters to be covered in the corresponding number of days. This granular classification was made to ensure uniformity of teaching method and records maintenance at all Study Classes across all the Community Based Programs. Below are the details of the program:

Earlier:

Learning Level	No. of Days	Expected Learning Ability
1	1 to 25	Learning Alphabets
2	26 to 50	Alphabets complete
3	51 to 75	Learning Matras
4	76 to 90	Matras Complete
5	91 to 120	Learning Composite Letters

Now:

Learning Level	No of days	Expected Learning Ability
1	1 to 25	Learning Alphabets
2	26 to 50	Completed learning Alphabets
3	51 to 70	Learning Matras: काना, वेलांटी, उकार

4	71 to 90	Complete Matras: एक मात्रा, दोन मात्रा, ओकार, औकार, अनुस्वार
5	91 to 120	Composite Letters:
		5.1: य/या, म्ह
		5.2: क्क,म्म,ज्ज,प्प
		5.3: 'र' ची जोडाक्षरे
		5.4: स्व,क्त,च्छ,व्ह

2) Reading Practice/ Improving comprehension after 120 days:

In 2017-18, a structured program was prepared for children's practice once they are able to read composite letter words. Although they are able to read, they sometimes do not understand/ comprehend what they read. The below activities are conducted to ensure that their comprehension while reading is enhanced:

- i) **Picture reading (चित्र वर्णन)** : A picture is given and different questions related to the picture are asked, some direct and some indirect
- ii) **Language games (भाषिक खेळ)**: different language games are being developed in addition to the existing ones.
- iii) **Dictionary (शब्दकोश)**: Door Step School has developed a dictionary for the children with illustrations, explanations, examples, sentences. Children are taught how to look up a Marathi dictionary using different activities. This helps to increase their vocabulary, which is one of the crucial aspect of improving comprehension.
- iv) **Passage (परिच्छेद)**: Passages are given and questions are asked. This will be an important activity in ensuring that the child comprehends what he/she reads.

These activities are planned in the beginning of the month and are conducted across all centres. Apart from these, teachers conduct more activities on their own.

The implementation of the above changes started from November 2017 following discussions, planning, training sessions and finally trials. The outcome of the same is given below:

Outcome:

Providing a more granular definition of the learning levels has given a better clarity of the sequence of teaching. There is an ease of teaching as well since they no more have to decide the sequence themselves. Previously according to the plan, the Levels 3 and 4 (51 to 90 days) were for learning Matras, whereas now there is a clear demarcation: a child who has completed the matras 'काना', 'वैलांटी', 'उकार' is in Level 3 and the child who has completed all the remaining matras is in Level 4.

We have also further split the Level 5 in four subparts according to the difficulty levels for teaching. Though it is being used for recording children's progress, it is not yet in use in the Learning Levels report matrix.

Additionally, due to the program to enhance comprehension once the child is able to read, the teacher has a clarity of how to conduct different activities to enhance their reading skills. These changes have also resulted in uniformity across all the Study Classes.

Future Plan

We plan to focus on the below points for the year 2018-19 for all the EACs:

- Focus on Early Child Development (For ages 0-3)
- Develop a further plan for Comprehension in children who are able to read
- Further strengthening Parents' involvement in children's education