



# CHEMBUR SIGNAL SCHOOL ACTIVITY REPORT JANUARY 2026





# PROJECT SIGNAL SHALA

## A Survey

Over the past few months, representatives of the organization conducted a survey of families engaged in business activities at traffic signals and on footpaths in Mankhurd, Chembur, and Ghatkopar. During this survey, a significant number of out-of-school children were identified in the Amar Mahal area of Chembur. Valuable guidance for this survey was provided by Mr. Santosh Pawar, President of the Adivasi Pardhi Mahasangh.

In Mankhurd, a meeting was organized by bringing together the parents of out-of-school children living in the settlement. During the discussion, visits were made to the families to understand the educational status of the children. The parents expressed their willingness to put an end to practices such as children roaming on the streets all day and begging. There was a clear desire among parents to send their children to school. In this context, with the initiative of the Planning Department of the Brihanmumbai Municipal Corporation and the District Collector, Mumbai Suburban District, a Signal School was started under the Amar Mahal bridge in Chembur from the academic year 2025-2026.





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### Pre-School Preparation At the Municipal Level

A Signal School was established in the space beneath the SCLR Flyover (Santacruz–Chembur Link Road). On behalf of the Brihanmumbai Municipal Corporation, the school was properly set up at the primary level with adequate physical infrastructure. Well-equipped facilities were provided to the Signal School, including separate and hygienic toilets for boys and girls, a playground, drinking water facilities, and well-ventilated classrooms.



## Pre-School Preparation At the teachers level

Before starting a school that is well-equipped with physical facilities, it was extremely important to ensure that it was also fully prepared academically. Merely having a building, classrooms, and physical amenities is not sufficient; it is essential to create academic resources, teaching-learning materials, and a motivating environment necessary for the holistic development of students. For this purpose, teachers from Thane and Nerul worked with great dedication and systematic planning to carry out the school's decoration and academic preparation. Keeping in mind the age, learning levels, and needs of the students, educational materials were hand-prepared by the teachers. These materials were not created merely for display but were designed to be actively used in teaching, aligned with the curriculum, and capable of encouraging active student participation.





## Pre-School Preparation At the teachers level

For pre-primary classes, tools for pre-literacy and pre-writing readiness, colorful charts, letter-picture recognition aids, visual figures, and play-based learning materials were arranged. For primary classes, charts, maps, and models related to language, mathematics, and environmental studies were displayed, while for secondary classes, subject-specific historical materials, educational posters, and guidance materials were organized appropriately in each classroom. Additionally, the container rooms were thoughtfully and creatively planned and transformed into proper classrooms. Educational displays on the walls, seating arrangements, blackboards, and teaching aids together helped create a true academic atmosphere within these spaces. Through all these efforts, even before the school officially began, it was made welcoming, motivating, and conducive to learning for students. The educational environment created through the dedicated efforts of teachers is expected to enhance the quality of the students' learning process significantly..





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### Student-Parent Meeting Parents' School Visit

January 12, 2026, was a special day at the newly established school in Amar Mahal, Mumbai, when parents and students visited the school. This visit was not merely a formality; rather, its purpose was to allow parents to experience firsthand the learning environment of their children. The parents were deeply impressed after observing the academic atmosphere created inside the school's container classrooms. Each room was thoughtfully arranged with learning-friendly materials, visual teaching aids, and attractive educational displays.





## Student-Parent Meeting

### Parents' School Visit

Before beginning the school visit, tributes were paid to the great pioneers of education and knowledge—Swami Vivekananda, Savitribai Phule, and Goddess Saraswati. Parents were then shown the computer room, robotics room, separate hygienic toilets for boys and girls, the playground and sports equipment, projectors, and other educational resources. Seeing these facilities helped parents develop a highly positive perception of the school. After the completion of the school tour, the organization's Chief Executive Officer, Mr. Bhatu Sawant, interacted with the parents. He explained the importance of providing children with quality education and highlighted how the school's resources, teachers' guidance, and supportive academic environment contribute positively to the holistic development of students.



## A Warm Welcome for Children The First Step

On the day the children arrived at school, a complete atmosphere of welcome was created for them. First, the children were helped to change their clothes. Each child was given a school uniform, which brought smiles and excitement to their faces. Seeing their children in uniform also filled the parents with happiness. While entering the classroom, the first footprints of each child were taken in red color. These footprints were beautifully displayed at the front of the classroom. Seeing these footprints deeply moved the parents, as they could clearly see how warmly and enthusiastically the teachers had welcomed their children. The children themselves loved this special method of welcome, and it further increased their excitement about entering the classroom.

After entering the school, the children enjoyed playing with various toys in the school playground. Swings, ball games, and small group activities allowed the children to experience joy in a free and cheerful environment. This playful atmosphere helped build a sense of trust in the children, rather than fear, toward the school. Overall, the day proved to be affectionate, joyful, and memorable for the children. Through the school uniform, red footprints, warm classroom welcome, and playground activities, the children received a positive and motivating first experience of school, while the parents were extremely pleased to see their children begin their educational journey with happiness and enthusiasm.





# PROJECT SIGNAL SHALA

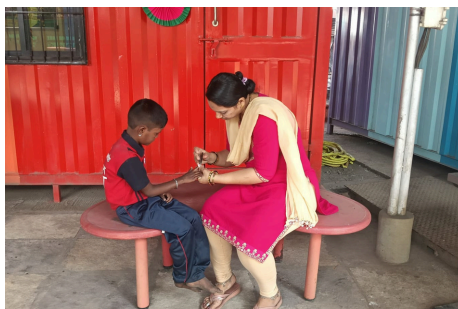
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## Good Habits

After stepping into school with renewed enthusiasm, a special initiative was conducted at the Signal School to instill cleanliness, neatness, and good habits among the students. As part of this initiative, the students' hair and nails were trimmed. A local barber was invited to the school to neatly cut the children's hair. Initially, some children were reluctant to have their hair cut. They were worried about how they would look. However, once their hair was trimmed and they saw themselves in the mirror, their faces lit up with satisfaction and joy. The delight of looking clean and well-groomed was clearly visible on their faces, and the children smiled as they looked at each other.

At the same time, the school staff trimmed the students' overgrown nails. The children were explained in simple terms the negative effects of not maintaining clean nails and hair. They were shown examples of how long nails can lead to infections, diseases, and general uncleanliness. Similarly, the consequences of unkempt hair—such as lice, accumulation of sweat, and its impact on health—were explained. As a result, the children understood the importance of personal hygiene. They learned the value of taking care of themselves, staying neat and tidy, and following discipline. These good habits were effectively instilled in their minds.

### Nail Trimming



### Nail Trimming





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## Pre-primary

Typically, after reaching the age of three, children are enrolled in Anganwadi centers, nursery classes, or other pre-primary programs. This period is extremely important for the physical, intellectual, emotional, and social development of children. In particular, the age group of 3 to 6 years is considered the most crucial for holistic development. During this stage, children's observation skills, imagination, memory, and readiness to learn develop rapidly.

However, due to social, economic, and educational neglect, limited parental education, or migration, many parents do not send their children to school or Anganwadi centers at this age. As a result, while the children grow older, their expected academic and language skills do not develop adequately. Therefore, it becomes essential to provide proper preparatory activities for writing and reading for such children.





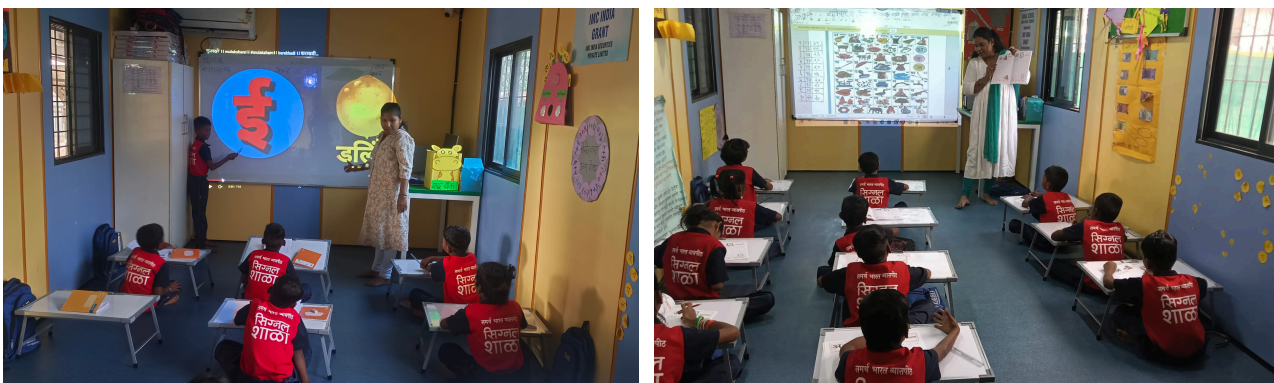
## PROJECT SIGNAL SHALA

### Primary

Due to various reasons such as social, economic, and educational neglect, limited parental education, and migration for employment, many parents are unable to send their children to school or Anganwadi centers at the appropriate age. At times, this is also due to a lack of awareness about the importance of education, daily livelihood challenges, or interruptions in the child's education caused by relocation.

As a result, while the children grow older, their expected academic, intellectual, and language skills remain underdeveloped. When such children are initially admitted to primary classes, gaps are evident in their writing, reading, letter recognition, vocabulary, and basic mathematical concepts. This makes understanding the school curriculum challenging for them and slows down their learning pace. Consequently, their confidence is affected, and older children may feel self-conscious when learning alongside younger classmates.

To address this challenge and make learning easier, more engaging, and effective, audio-visual tools—especially projectors—are extensively used. Through pictures, sounds, videos, and animations, children are taught letter recognition, word reading, and sentence formation. Such methods help children focus better, making learning enjoyable and accessible.





# PROJECT SIGNAL SHALA

## Primary

In addition, educational activities are reinforced through various language, math, and geography games, hands-on exercises, songs, storytelling, and question-answer sessions. These playful and interactive approaches foster a love for learning among the children. One of the key advantages of these methods is that older children do not feel that “we are academically behind.” On the contrary, in a positive and supportive environment, they gain confidence that they too can learn alongside their peers. Gradually, their academic level improves, enabling them to integrate successfully into mainstream education.





## PROJECT SIGNAL SHALA

### Secondary

Due to various factors such as social, economic, and educational neglect, limited parental education, and migration for employment, many parents are unable to send their children to school or Anganwadi centers at the appropriate age. At times, this is also due to a lack of awareness about the importance of education, daily livelihood challenges, or interruptions in the child's schooling caused by relocation.

As a result, while the children grow older, their expected academic, intellectual, and language skills remain underdeveloped. When such children are initially admitted to primary classes, gaps are observed in writing, reading, letter recognition, vocabulary, and basic mathematical concepts compared to children of the same age. This makes it difficult for them to understand the school curriculum, slowing down their learning pace and affecting their confidence. Older children may also feel self-conscious while learning alongside younger peers.



## Secondary

To address this challenge and make learning easier, more engaging, and effective, audio-visual tools—especially projectors—are used. Through pictures, sounds, videos, and animations, children are taught letter recognition, word reading, and sentence formation. These methods help children focus better and make learning enjoyable.

In addition, teaching is reinforced through various language, mathematics, and geography games, hands-on activities, songs, storytelling, and question-answer sessions. These playful approaches foster a love for learning among the children. A key advantage of these methods is that older children do not feel that “we are academically behind.” Instead, in a positive and encouraging environment, they gain confidence that they too can learn alongside their peers. Gradually, their academic level improves, enabling them to successfully integrate into mainstream education.





## PROJECT SIGNAL SHALA

### Nutritious diet

A balanced and nutritious diet is extremely important for the holistic development of children. Meals that include rice, chapati, vegetables, lentils, curry, and green leafy vegetables are provided to children regularly. Such a diet supplies essential vitamins, minerals, proteins, and energy needed for their growth. This contributes not only to their physical development but also strengthens their immunity. Before meals, children are encouraged to say the prayer "Vadani Kavala Ghetu". This practice helps instill a sense of gratitude in children and an understanding of the importance of food. It also sows the seeds of concentration, discipline, and good values in their minds. Eating after a calm and focused prayer aids digestion as well.



A nutritious diet supports not only physical but also intellectual and mental development. By providing the brain with essential nutrients, memory, concentration, and learning ability improve. Consequently, children can focus better on their studies and develop greater confidence in their actions.





# PROJECT SIGNAL SHALA

## बस सर्व्हिस

To ensure the regular attendance of children and their safety, the school provides a bus facility for transportation. Every morning, the bus follows a fixed schedule, picking up children from the Ghatkopar and Mankurd areas and bringing them to school. This eliminates problems related to long distances and transportation difficulties. After school, the bus safely drops the children back to their parents or at designated locations in the evening. This gives parents assurance and peace of mind regarding their children’s commute. The availability of the bus also increases parents’ trust in the school and encourages them to send their children regularly. Children’s safety is given the highest priority. Female staff members are always present on the bus. They monitor the children, maintain discipline, and provide guidance and assistance, especially to younger children while boarding and alighting from the bus. With this bus facility, children can travel to and from school safely, conveniently, and on time, which helps maintain regular attendance.





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## Republic Day

Signal School, as it coincided with the “first step towards literacy” taken by out-of-school children in Mumbai. The 77th Amrit Mahotsavi Republic Day was celebrated with double joy at the three campuses of Understanding the importance of the Constitution’s implementation, the students celebrated Republic Day with enthusiasm. This year’s celebration was particularly special because Signal School has been established in Amar Mahal, Chembur, to integrate out-of-school children into mainstream education.

Hon. Susham Sawant, Corporator of Ward No. 149, was present as the chief guest for the Republic Day celebrations. Also in attendance were Mr. Nikhil Sule, Director of the Samarth Bharat Vyaspith Foundation, and other dignitaries.



Under the guidance of the guests, the children paid tribute to Bharat Mata and saluted the national flag. The students performed a disciplined parade, saluting the flag with synchronized steps. Their confident march and coordinated steps captured the attention of everyone present. The parade reflected the development of discipline, patriotism, and team spirit among the children.



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## Republic Day

Former students of Signal School were also present at the event. These alumni, now excelling in fields such as fabrication, welding, education, and electrical work, expressed their gratitude toward their alma mater. Their presence served as an inspiration for the current students. During the event, Corporator Sushma Sawant and other dignitaries interacted with the students, appreciating their progress and offering heartfelt wishes for their future educational and life journeys.



## Administrative Officer (AO) Visit

The Signal School, supported by the Brihanmumbai Municipal Corporation (BMC) and run by the Samarth Bharat Vyaspith Foundation, has been established in the open space under the SCLR Flyover (Santacruz-Chembur Link Road) in Mumbai. Ms. Sangita Doifode, Administrative Officer (AO) from the BMC Education Department, paid a goodwill visit to the school. During her visit, she gathered detailed information about the school's daily operations, teaching methods, student attendance, and academic progress. She interacted openly with students in each class, asked questions about their studies, and encouraged them.

Ms. Doifode expressed her satisfaction upon seeing the children's eagerness to learn, confidence, and enthusiasm. She was particularly pleased with the efforts being made for the overall development of the students. The Signal School is working to bring children living on the streets and from underprivileged sections of society into the mainstream education system. She also noted that the school serves as a beacon of hope for marginalized children in the community





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### Tzu Chi Foundation, visit

A seven-member delegation from the Tzu Chi Foundation, Taiwan, paid a goodwill visit to Signal School. The primary purpose of this visit was to meet local non-governmental organizations working for children, girls, and underprivileged and vulnerable families, to understand their working methods, and to foster mutual dialogue. The Tzu Chi Foundation is internationally recognized for its work in promoting human values, compassion, service, disaster relief, healthcare, and education, and is dedicated to serving humanity. The foundation operates in several countries to support the holistic development of marginalized communities.

The following representatives from the Tzu Chi Foundation were present during the visit: Mr. Chen, Wan Fu, Mr. Hsieh, Hui Yi, Mr. Hsiao, Yi Chen, Ms. Lo, Shu Pao, Mr. Lu, Hsueh Chieh, Ms. Huang, Hui Ling, Ms. Chiu, Yu Feng





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### Tzu Chi Foundation, visit

During the program, the Chief Executive Officer of the Samarth Bharat Vyaspith Foundation provided detailed information about the organization's establishment, objectives, and the various social and educational projects currently being implemented. The delegation was also briefed on the functioning of Signal School, its management, teaching methods, and initiatives undertaken for the holistic development of its students. The representatives from Tzu Chi Foundation were given an in-depth overview of the family, economic, and social challenges faced by the students attending Signal School. They made efforts to understand the obstacles in the children's education, the challenges in their daily lives, and their future needs. This visit fostered a warm and positive exchange between the two organizations, strengthening mutual understanding and collaboration.





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### Local corporator, visit

Local corporator Sushma Sawant of Ward No. 149 paid a goodwill visit to Signal School. During her visit, she learned about the family, economic, and social challenges faced by the students. She also understood the obstacles in the children's education, the difficulties they encounter in daily life, and their future needs, and offered positive support wherever necessary.

