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A pattern that brings homeless and migrant children from traffic signals into the mainstream of education...

This is not just a school, it is a journey of change

CHEMBUR SIGNAL SCHOOL  
Activity Report March 2026





## ACTIVITY REPORT MARCH 2026

### Pre-Primary Finger Exercises and Colour Recognition

Various educational activities are conducted with pre-primary children to strengthen their finger grip and develop fine motor skills. These activities include colouring the given pictures and threading beads onto a string.

While colouring the pictures, children recognized different colours and applied them appropriately in the given illustrations. This process helped improve their concentration as well as hand-eye coordination. Using fingers correctly while colouring also strengthened their grip.

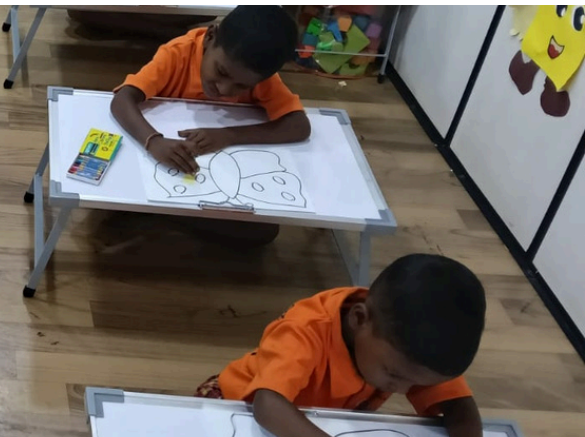




# ACTIVITY REPORT MARCH 2026

## Pre-Primary Finger Exercises and Colour Recognition

Similarly, in the bead-threading activity, children practiced picking up small beads accurately and threading them onto the string. This exercise helped make their finger movements more controlled, increased patience, and improved fine motor skills. The different colours of the beads also enhanced the children’s colour recognition. Through all these activities, children’s intellectual and physical development was supported. Strengthening their finger grip also provided them an opportunity to explore their creativity.





# ACTIVITY REPORT MARCH 2026

## Introduction to Different Types of Vehicles and Fruits

Pre-primary children were introduced to various types of vehicles and their routes using pictures. Vehicles traveling on roads (such as cars and buses), vehicles moving on water (such as boats and ships), and vehicles flying in the air (such as airplanes) were taught through illustrations. Children were engaged in discussions about which vehicle moves on which route. This activity enhanced their observation skills, and teaching with the help of pictures made the topic clearer and more memorable for them.





# ACTIVITY REPORT MARCH 2026

## Introduction to Different Types of Vehicles and Fruits

Similarly, children were introduced to different fruits through wooden fruit replicas. In this activity, children learned about the shapes, colors, and names of various fruits. Handling the wooden fruits gave them hands-on experience, which reinforced their understanding. Through this activity, children recognized fruit names, improved their knowledge of colors, and developed their tactile senses.

All these activities contributed to the children's intellectual development, language skills, and comprehension. Learning through play also helped foster a love for learning in the children.





# ACTIVITY REPORT MARCH 2026

## Primary Teaching Basic Addition and Subtraction, Family Concepts, and Handicrafts in Primary Class

While teaching single-digit addition and subtraction to primary students, simple examples related to daily life were initially used. For example, children were introduced to numbers through fruits, toys, or pictures. Gradually, they practiced simple addition and subtraction operations. To make the concepts easier to understand, calculations were demonstrated by counting real objects. This approach helped reduce students' fear of mathematics and increased their confidence.





# ACTIVITY REPORT MARCH 2026

## Primary Teaching Basic Addition and Subtraction, Family Concepts, and Handicrafts in Primary Class

While teaching the concept of family, a family tree was created in the classroom. Students were encouraged to name the members of their family in their mother tongue, i.e., the Pardi language, and understand relationships such as grandfather, grandmother, mother, father, brother, sister, etc. This activity helped children understand the structure of a family and the position of each member.

In the handicraft activity, students were guided to make flowers from paper. First, the teacher demonstrated the step-by-step method of making paper flowers. Then, students were encouraged to create their own flowers using colored paper, scissors, and glue. This activity enhanced students' creativity, fine motor skills, and artistic expression. Additionally, the flowers they made were used to decorate the classroom.





# ACTIVITY REPORT MARCH 2026

## Secondary Special Educational Activities for Teaching Geographical and Mathematical Concepts to Secondary Students

Special educational activities were conducted for secondary students to teach geographical and mathematical concepts. To explain the concept of soil layers, a model of the earth was created in the classroom. Different colors were used in this model to represent the various layers of soil. The teacher explained the name of each layer, its characteristics, and the life forms found within it. By interacting with the model, students gained a hands-on experience of the soil layers, making the concept clearer and more memorable.





## ACTIVITY REPORT MARCH 2026

# Secondary Special Educational Activities for Teaching Geographical and Mathematical Concepts to Secondary Students

Next, to teach mathematical concepts such as tens, hundreds, and thousands, educational materials made using ice cream sticks were used. Students built structures representing 10, 100, and 1000 using these sticks, which helped them visualize numerical groupings concretely.

For teaching geometric shapes, a hands-on experiential approach was used. Students were asked to form different geometric shapes with their bodies. For example, by lying down in a square formation, students created a square, and similar activities were done for rectangles, triangles, and other geometric shapes. This practical experience deepened students' understanding of geometric shapes.





## ACTIVITY REPORT MARCH 2026

### Understanding Pendulums in the Laboratory

In the laboratory, students were taught the concept of a simple pendulum using a model. They learned what a simple pendulum is, how it moves, its uses, and its characteristics. Students were also introduced to the concept of a “multiple pendulum” by tying three separate threads, each with its own bob, to a single support.

When students moved one bob of equal length, they observed that its energy was transferred through the main thread to another bob of the same length. After a short time, the second bob began to move automatically, while the first bob came to a stop. Through this hands-on activity, students understood that a bob with a different thread length does not swing as much. As a result, students learned about the oscillation of a pendulum, its period, and the effect of gravity on its motion.





# ACTIVITY REPORT MARCH 2026

## Hands-on Learning of Seed Germination in the Classroom

Students were taught the concept of seed germination through a practical classroom activity. They learned what seed germination is, how to sow seeds, the appropriate amount of soil to use in a pot, and the structure of a seed (seed anatomy).

First, the concept of seed germination was explained. The importance of water, air, and warmth—essential for germination—was emphasized. Then, the process of germination was explained step by step: the seed absorbs water, the seed coat splits, the radicle (root) emerges first, and then the plumule (shoot) grows upward.





## ACTIVITY REPORT MARCH 2026

# Hands-on Learning of Seed Germination in the Classroom

Students were then given a hands-on activity to sow seeds in pots. They prepared the pots by adding the right amount of soil and sowed seeds carefully. Guidance was provided on sowing depth, watering techniques, and proper placement of the pots.

Students were also taught about the "seed leaf" (cotyledon) and its role. To observe the germination process, students maintained a "Germination Chart," recording daily changes. This helped them understand the process of germination through direct observation. Learning through practical activity allowed students to grasp the concept of seed germination more clearly. The hands-on and observation-based approach strengthened their knowledge and understanding.





# ACTIVITY REPORT MARCH 2026

## Cooking Classes

The school has started cooking classes for all boys and girls above the age of 10. The aim of these classes is not just to teach students how to prepare dishes, but to support their holistic development and personality growth. The classes help cultivate skills such as decision-making, precision, responsibility, and observation.

At a basic level, students are introduced to safety, hygiene, kitchen utensils, and raw ingredients. Initially, they were shown how to use items like pots, pans, bowls, spatulas, whisks, and baking trays. They were also taught how to use microwaves and induction plates safely. Additionally, students were introduced to raw ingredients needed for cooking.





# ACTIVITY REPORT MARCH 2026

## Cooking Classes

Teachers instructed students on maintaining clean hands, handling utensils properly, cooking safely, and following classroom discipline. They also demonstrated the correct use of baking trays, molds, and pans. This preparation helps students gain confidence during cooking sessions.

Cooking classes provide students with hands-on experiences and help them easily grasp the basics of cooking. These activities enhance practical skills, responsibility, and self-confidence, making the learning process engaging and meaningful.





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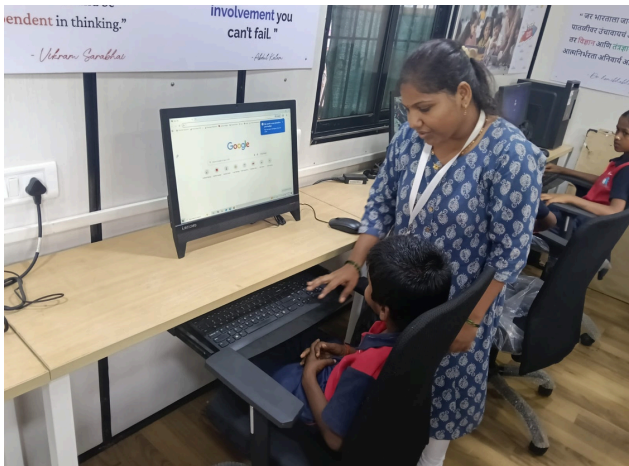
## Computers Training

The school has started computer training for students for the first time. Initially, to prevent students from feeling intimidated, the parts of a computer were explained in very simple language.

The teacher introduced the main parts of a computer—monitor, mouse, and keyboard. Students learned about these parts by seeing and handling them directly.

Next, students were taught how to turn the computer on and off. The teacher explained the correct button to press to start the computer and emphasized caution once it was powered on.

This training helped students become familiar with computers and reduced their fear. They now understand how to use the mouse, keyboard, and monitor, as well as how to turn the computer on and off. This foundational introduction makes future computer lessons easier and more enjoyable for the students.





# ACTIVITY REPORT MARCH 2026

## Gudi Padwa – Our Shikshashree: The Gudi of Knowledge and Learning

Celebrating Gudi Padwa with Signal School Alumni

This year, the highlight of Gudi Padwa at Signal School was its alumni. The “Gudi” of Signal School symbolizes the students’ Shikshashree—representing their academic, social, and economic success. Ten years ago, the students experienced the transformative power of education on the streets of their lives. This journey of learning guided them toward progress, growth, and achievement. The Shikshashree represents knowledge, confidence, and prosperity, standing tall as a symbol of Signal School’s educational spirit.

On the auspicious occasion of Chaitra Navratri, the alumni of Signal School set up a Gudi of Knowledge in all three branches of the school. Unlike a traditional religious Gudi, this Gudi represented social and cultural progress achieved by the students outside school.





## ACTIVITY REPORT MARCH 2026

# Gudi Padwa – Our Shikshashree: The Gudi of Knowledge and Learning

At Signal School in Amar Mahal, Chembur, former student Mr. Mohan Kale was invited as the chief guest. Coming from a background similar to many students, Mohan completed his education up to the 10<sup>th</sup> grade through sheer determination and hard work. He was invited to inspire the students with his journey.

Mohan's journey from Signal School to an Electronic diploma engineering education was showcased to the students through a projector. Students conducted a short interview, asking questions about his engineering studies, passing the 10th grade, and the support of his family. Mohan answered openly, emphasizing the importance of hard work, time management, and family support in achieving success.

Seeing Mohan's achievements, the students felt motivated and inspired to set ambitious goals in their own lives. This event boosted their confidence and encouraged them to define and pursue their objectives. At the end of the program, all students enjoyed kheer as part of the Gudi Padwa celebrations. Overall, the event was enthusiastic, inspiring, and memorable.





## ACTIVITY REPORT MARCH 2026

### Celebrating Holi and Rangpanchami at School

On the occasion of Holi, students were given information about the festival through a projector. Educational films related to Holi were also shown, explaining its historical, cultural, and social significance.

A small Holi setup was arranged in the school courtyard for the students. Through this activity, children understood that Holi is not just a festival of colors, but also a celebration of good values. During the event, students reflected on their bad habits and made commitments such as "I will not lie" and "I will not use abusive language." They wrote these negative habits on paper and threw them into the Holi bonfire, symbolizing the destruction of bad habits and the development of positive ones.





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## Celebrating Holi and Rangpanchami at School

Additionally, during the Rangpanchami celebrations, students joyfully celebrated using natural colors. They experienced the connection between colors and nature, and learned the importance of celebrating festivals in an eco-friendly way. Through these activities, students gained an understanding of the cultural and social significance of Holi, were motivated to give up bad habits, and learned the value of using natural colors to celebrate environmentally friendly festivals.





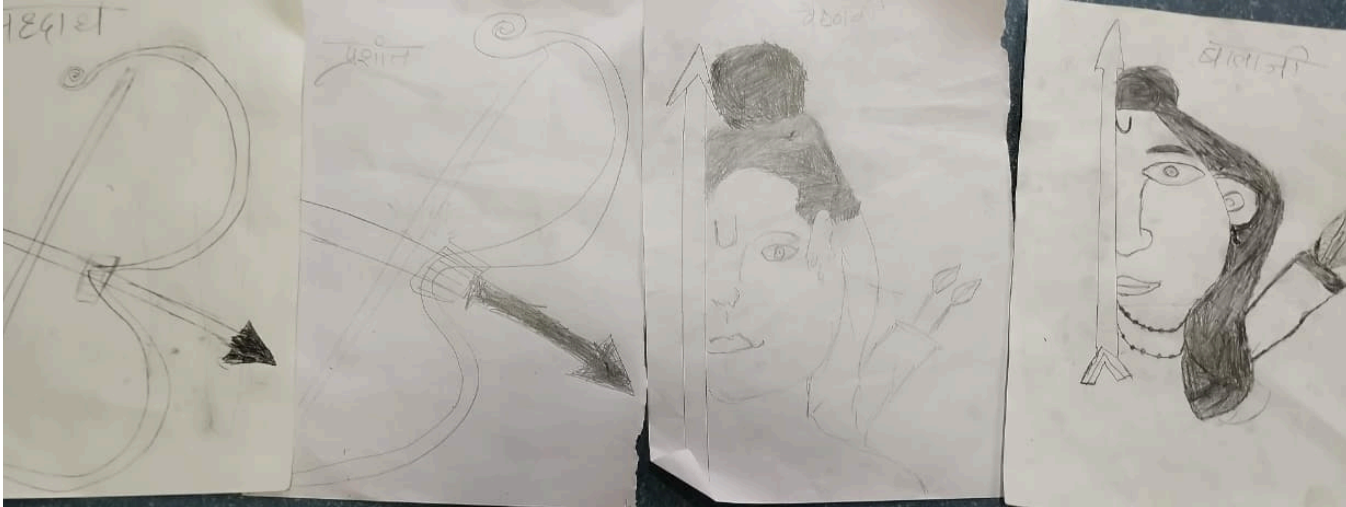
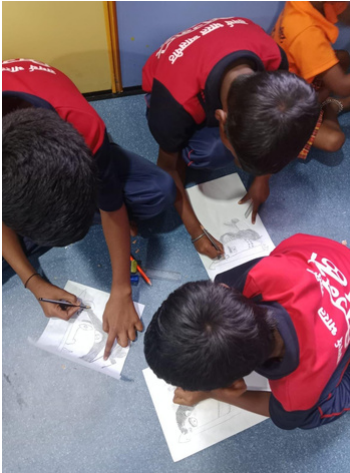
# ACTIVITY REPORT MARCH 2026

## Celebrating Ram Navami

On the occasion of Ram Navami, students were introduced to important episodes from Shri Ram's life. Initially, scenes from the Ramayana were shown to the students via a projector. These included key moments from Shri Ram's childhood, the abduction of Sita, and the brave deeds of Ram as the bow-wielding warrior.

Afterwards, students were encouraged to draw Shri Ram in his bow-wielding form. Under the guidance of their teachers, the children used their creativity and skills to create beautiful illustrations of Ram holding the bow. Teachers appreciated each drawing and also provided a brief explanation of the religious and cultural significance of Ram Navami.

This activity helped students develop an understanding of culture and morality while also encouraging their creativity.





# ACTIVITY REPORT MARCH 2026

## Inauguration of Signal School in Mumbai

The Signal School, funded by the Mumbai Suburban District Collector's Office and the Brihanmumbai Municipal Corporation, and operated by the Samarth Bharat Vyaspeeth, was inaugurated on 23rd March 2026 by the Mayor of Mumbai, Mrs. Ritu Tawde.

Signal School in Mumbai aims to bring homeless, migrant, and out-of-school children into the mainstream of education. This innovative initiative, started in line with new educational policies, plays a significant role in the efforts toward a developed India. During the inauguration, Mayor Mrs. Tawde expressed confidence that tourists from India and abroad visiting Mumbai in the future would surely visit this unique school.





# ACTIVITY REPORT MARCH 2026

## Inauguration of Signal School in Mumbai

The school has been established in Amar Mahal, Chembur, under the Santa Cruz-Chembur Link Road flyover. The concept of Signal School, which brings children who are out of the mainstream of society into education, was successfully implemented by Samarth Bharat Platform in Thane and Nerul.

The inauguration ceremony was attended by several dignitaries including: Mayor Mrs. Ritu Tawde, M West Ward Committee Chairperson Mrs. Asha Marte, Corporator Mrs. Kashish Phulwaria, Deputy Commissioner (Education) Dr. Prachi Jambhekar, Assistant Commissioner, M West Division Mr. Shankar Bhosle, Deputy Education Officer Mr. Mukhtar Shah, Directors of Samarth Bharat Vyaspeeth: Mr. Ajay Joshi, Mr. Bhatu Sawant, Mr. Ulhas Karle, Mrs. Aditi Date, Mr. Nikhil Sule, Representatives from the Adivasi Pardhi Mahasangh, including Mr. Santosh Pawar Local citizens, students, and parents





# ACTIVITY REPORT MARCH 2026

## Inauguration of Signal School in Mumbai

The event began with the unveiling of the school nameplate by the Mayor, followed by the inauguration of the primary section. The dignitaries then visited various facilities including vocational training, small-scale industry training, cooking classes, robotics lab, science lab, and computer lab. The Mayor also inaugurated the publication of workbooks based on Signal School's independent learning methodology.

The program's introduction was delivered by Deputy Commissioner (Education) Dr. Prachi Jambhekar, who highlighted that Signal School, a socially beneficial initiative, is now expanding from Thane and Nerul to Mumbai. With financial support from the Mumbai Suburban District Collector and assistance from the BMC, the first Signal School in Mumbai has been established. The school provides not only education but also nutrition, technology education, and mental well-being. The focus is on integrating these children into mainstream municipal schools after gaining literacy and life skills.





# ACTIVITY REPORT MARCH 2026

## Inauguration of Signal School in Mumbai

Speaking on behalf of the organization, CEO Mr. Bhatu Sawant explained that several families had migrated to the metropolis in search of livelihood and live in makeshift shelters under flyovers and on footpaths. Efforts by the government alone could not fully integrate these children into mainstream education, as regular schools are not flexible enough. Signal School, through its special programs, addresses the educational, social, economic, and emotional needs of these children, helping many reintegrate into formal education and pursue higher studies and employability.

To establish Signal School in Mumbai, Suburban District Guardian Minister Mr. Ashish Shelar and Co-Minister Mr. Mangalprabhat Lodha provided guidance and support. Mr. Lodha allocated financial assistance from the District Planning Fund, enabling the provision of classrooms, containers, and other essential resources, making the school operational. Mr. Sawant expressed gratitude for this support, which helped bring the school to life.

