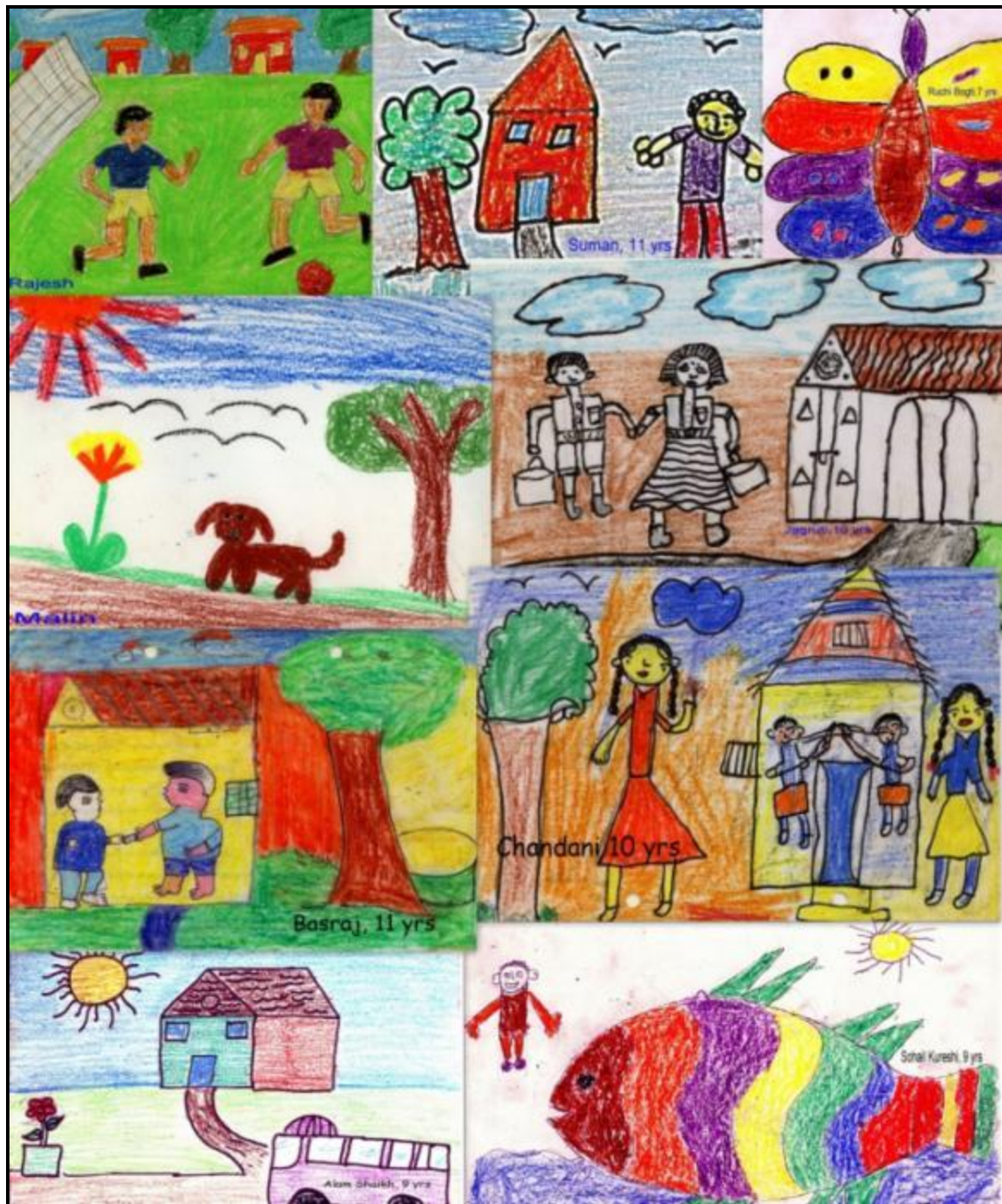


Annual Report 2010 - 2011

***Glimpses of drawings made by children on different themes...***



**Door Step School-Mumbai**  
**Jagannath Shankarsheth Mun. School**  
**Bldg.,2nd floor, Room No 54/55,**  
**Nana Chowk, Grant Road,**  
**Mumbai - 400 007**

**Phone: +91-22-23826343/ 23859203**  
**E mail : mumbai@doorstepschool.org**

**Door Step School-Pune**  
**110, Parimal Anand Park, Aundh,**  
**Pune 411 007**

**Phone: +91-20- 25898762**  
**E mail : pune@doorstepschool.org**

## **Foreword**

*Each year our children have surprises in store for us, as they did last September 7<sup>th</sup>. When a panel comprising of those in charge of education in the city spoke on how every child should be in school and how by making a provision for all a child might need during the school year they had made being in school possible, it was the children present who countered them with the realities they faced. That they had to work for making a living and therefore accompanied their parents, that all the material they received from school at the start of the year was picked by the municipal rounds that cleared the pavements of their dwellers, that only a fraction of the children actually got all their requirements for school and that even at the end of the first term many of them had not received their text books. These were the realities to which the panel members had little to say. The confidence and directness with which the children spoke had all the adults present in awe.*

*And, once again we were surprisingly rewarded in our efforts, when in Pune we tried to track the children who had touched base with us and then moved on when their parents, who are migrant workers, moved to another location. Out of the 350 such children we were able to track, 320 had found themselves schools to attend to in the next place they had settled in, proving that what we believed is true. Helping a child to enroll in the system, even if it's only for a few months in the first school, gives her / him the opportunity to continue in school, an opportunity that both the parents and the child put to good use. This fact has strengthened the fervor we work with as well as the fervor with which our supporters stand by us.*

*We look forward to more surprises from our children in the year ahead.*

**Rajani Paranjpe**  
President

**Bina Sheth Lashkari**  
Secretary

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## About Us

Door Step School is a registered non-governmental organization working to promote education and impart literacy skills among the socially and economically disadvantaged children of urban slum communities in Mumbai & Pune. Today the organization's annual outreach exceeds 50,000 children altogether in both cities.



## History

The concept of Door Step School came into being while working at the Social Service Centre at the Colaba Municipal School in 1988. A major activity of the centre was visiting homes of dropout children; trying to determine the cause of their dropping out and trying to bring them back to school. Factors affecting the inability to attend were varied and could not always be influenced directly by us. Despite a widespread infrastructure of formal education, a large number of children are yet uncovered by this system in Mumbai itself.

Therefore the need for another alternative whereby education would reach the children was seen, and the idea of a school at the children's "door step" came into being. Door Step School became a reality with the start of one non formal education a class for 50 out of school teenagers in one community in 1988-89, and quickly spreading to 4 communities in the vicinity with balwadis, study classes and libraries also being initiated.

## Vision

To be an instrumental force that brings development to children.

## Mission

All children deserve an education. An alarming number of India's urban poor still remain without an opportunity to receive formal education.

Our mission at Door Step School is to bridge this divide, using innovative programmes that will bring education to these children and help them make the transition to literacy and a brighter future.

## Goal

Primary education for all children up to 14 years of age.

## Reach out

Interventions	Mumbai	Pune	Total
Direct – Community Based	6680	14400	21080
Corporation Schools	8144	37000	45144
	14824	51400	66224

NB: As children benefit from more than one service at a time, the statistics above are approximate



## My Dear Computer

I like to read and write. But my parents do not send me to school as I have younger siblings at home. I have to look after them. My mother says if I want to go to school then I have to take along my two younger brothers. I do all household chores and look after my brothers. My brothers accompany me to school every day.

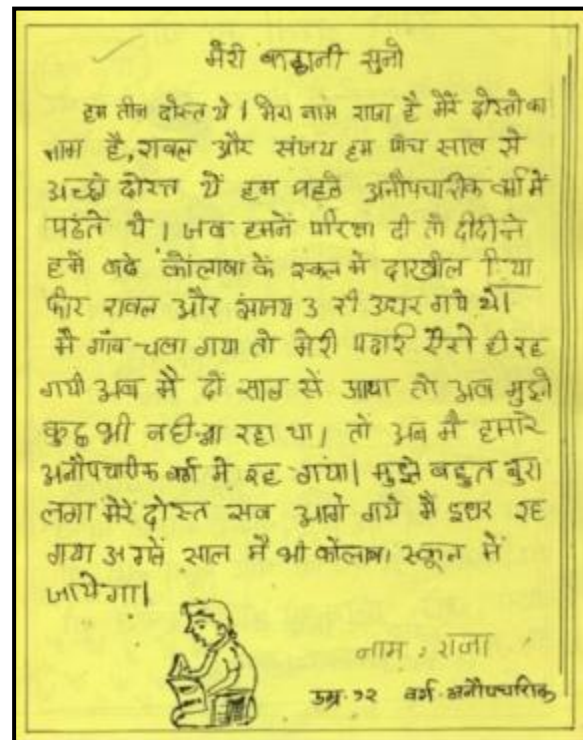
I am very fond of attending the computer classes. But my mother never lets me go to the class. When I see all my friends going to the computer class, I also feel like going and feel very bad for not going.

**Jaya Chauhan, 8 Years old, Transit Camp**

## Listen to my story

We were three friends. My name is Raja. My friends' names are Rawal and Sanjay. We have been friends since past 5 years and used to attend the Non Formal Education classes together. When we gave exam, Didi enrolled us into Colaba School. Rawal and Sanjay got into standard 3. I went to my village and could not continue my studies. Now when I came back after 2 years I cannot recollect anything. I again started attending the Non Formal Education class. I feel very bad that my friends have gone much ahead of me and I am still here. Next year I will also go to Colaba School.

**Raja Khan, 12 Years old, Ganesh Murti Nagar.**



## **MUMBAI**

### **Introduction**

Door Step has been working to create independent, educated and self aware citizens. The organization is now able to see the children's progress that can be viewed from it's alumni who are today successfully placed in various fields. Their journey, first, into literacy and then a transformation into a holistically developed citizen of India has been supported not only by the child himself but parents, well wishers, donors and society as a whole.

### ***Highlights of 2010-11:***

- ❖ The Project Expansion plan in 'M' ward, East, Mumbai at Hiranandani Akruti, Lallubhai Compound was successfully implemented with **21** new classes reaching out to 472 children by July 2011.
- ❖ The services of the mobile library started last year, were extended to the children of the Lallubhai compound from April 2011. The Mobile Library is a van stacked with level appropriate books and recreational games and aims to cater to more than 100 children in a month
- ❖ To impart the basic computer skills and make the children acquainted with computers, two new computer centers were set up in 'M' and 'E' Ward, Mumbai.
- ❖ **Joan Elizabeth Higginbotham**, a former NASA (National Aeronautics and Space Administration) astronaut, on July 9, 2010 visited the Door Step School's "Community Based Classes" at Babasaheb Ambedkar Nagar, Cuffe parade and "School Partnership Project" at Colaba Municipal School. The children had a lively interaction and a got an orientation on NASA and its work from Ms.Higginbotham.
- ❖ 4 new schools were added under the School Partnership Project catering to more than **2000** children. Additionally the Study Classes and Library program were started in 3 existing schools where the project had started off with Reading promotion program in 2009-10.
- ❖ As **Right To Education Act, 2009** was taken up as a theme for advocacy this year, on account of World Literacy Day a RTE convention was organized on September 7, 2010 to spread awareness, increase understanding of components of RTE Act and build a children's movement on RTE. The convention was attended by various organizations from all over Mumbai and Pune including Yuva, Shelter Don Bosco, CCDT, Vatsalya foundation, Hamara Foundation, Dosti project, Sevadham Trust, Pune, Snehdeep Jankalyan Foundation, Pune.
- ❖ Door Step School conducted a RTE session with the principals and teachers of BMC Schools from A ward and with parents of children studying in those Schools. The session was an eye opener and motivated the parents to become an integral part of School Management Committee.
- ❖ Since inception through intervention into more than 30 locations in Mumbai, Door Step School has been reaching out to more than 2, 00,000 under privileged population and in the year 2010-11 has successfully served more than 15,000 children.

## Door Step School - Mumbai

Ward	Communities /Locations
A	Ganesh Murti Nagar (GMN)
	Babasaheb Ambedkar Nagar (BAN)
	Babasaheb Ambedkar Nagar (Extension) (BAN Ext)
	Babasaheb Ambedkar Nagar (Punarvasit)
	Shivshakti Nagar(SSN)
	Shivshastri Nagar
	Garib Janata Nagar
	Mahatma Phule Nagar (Nariman Point)
	Domestic Workers' Class
B	Masjid Bunder
	Wadi Bunder
	New Reay Road
E	Boat Hard Street
	Hay Bunder
	Kawla Bunder
	Kolsa Bunder
	Lakdi Bunder
	MOD
	New Tank Bunder (NTB)
	Pardhiwada
	Powder Bunder
M	Reti Bunder
	Natwar Parekh Compound
	Lallubhai Compound- Hiranandani Akruti
School on Wheels I	Ward A - Crawford Market, Fashion Street, Mantralaya
School on Wheels II	Ward B & E , Wadi Bunder, Reay Road,
School on Wheels III	Ward E- Reti Bunder, Lakdi Bunder, Hariyana Gate, Reay Road Bridge
School on Wheels IV	R South- Khadakpada, Saidham-Kandivali (E), Borivali (E), Mahindra park

NB: Some locations, mainly Reay Road, have appeared more than once in this distribution as different classes at the location are conducted on more than 1 SoW, and also as part of the community based intervention.



## Activities At A Glance (2010-11)

Sr No	Programme		Activities	No. of Classes	No. of Beneficiaries
<b>I</b>	<b>Direct Intervention</b>	Community Based Educational Programmes	Balwadi (Preprimary)	47	1365
			Non Formal Education	21	477
			Study Class	41	1081
			Total	110	2937
		School on Wheels	N F E	12	293
		Computer center	A ward	53	1143
			M Ward	14	336
			Total	67	1479
<b>II</b>	<b>School Partnership Project</b>	Direct intervention in <b>15</b> schools covering <b>6551</b> beneficiaries	Study class	58	850
			Mental Health Project	6 Schools	3816
			Grow with Books (reading Promotion)	13 schools	4812
			School Library ( 5 to 7 Std)	5	1373
			Bus service (A and E ward)	2 Routes	220
<b>III</b>	<b>Balsamuha</b>			14 groups	436
<b>IV</b>	<b>Sponsorship</b>				225
<b>V</b>	<b>Community Learning Center</b>		Door to Door Library	22	1034
			Reading Promotion	64	3018
			Open Library	5	195
<b>VI</b>	<b>Training Cell</b>		Ongoing Training for - 90 Teachers for 105 Days	On 3 Saturdays a month & 2 sets of 3-4 days intensive training	
			Coordinators	On 2 Tuesdays a month	

## Community Based Educational Programmes

### Balwadi

- It is a preschool programme for the children aged 3 to 5 years. Door Step School balwadi program gears to bring children from socio economically backward families into the main stream of education. Motivating and supporting parents to enroll the children at the right age is an important aspect of preschool education. The program ultimately aims to facilitate easy access to primary education for the first generation learners. The **Balwadi** thus serves as a **preventive measure** – preventing children from joining the ranks of child labour and preventing them from growing up into illiterate adulthood.

### Highlights:

<b>Distribution of Children attending Door Step School Balwadi (2010-11)</b>			
<b>Ward</b>	<b>Units</b>	<b>Children enrolled</b>	<b>Sustained till end of April'11</b>
A	17	534	472
B	6	141	132
E	13	408	338
M	11	282	269
<b>Grant Total</b>	<b>47</b>	<b>1365</b>	<b>1211 (89%)</b>

- ❖ During the year 2010-11, Door Step School balwadi catered to a total of 1365 children.
- ❖ **304** Children were enrolled into Std. 1 in Municipal Schools.
- ❖ **83%** children were present for more than 50% of the classes.
- ❖ DSS balwadi programme & environment always foster the children's social, emotional, physical, cognitive & communication development through the innovative teaching & learning material.
- ❖ The Door Step School staff emphasized on getting birth certificates of the Balwadi Children. The Birth Certificate being one of the main required documents while enrolling a child in School, regular awareness sessions with parents and follow up were done this year for the same.
- ❖ Tracking the children who were enrolled in School in last five years was taken up this year to find out how many children were sustained in schools.
- ❖ This year Door Step School took special efforts to get **active involvement of parents** in their children's learning process. For example in M ward, Balwadi teacher organized "drawing activity" especially for children's mother. They were very enthusiastic & shared that "we went in our childhood & enjoyed a lot with fun of drawing pictures". They were happy to know that their children are getting so many continuous learning opportunities through balwadi programme.
- ❖ Children were so excited to participate in activity of describing pictures, especially picture chart of "**vegetable market**", all children spontaneously shared that they had seen the same market place at Colaba. They go often to this market along with their parents. Their parents usually buy fish, meat & vegetables from this market. Children also shared that there was a clinic and they also go to the Doctor's clinic. This activity provided an opportunity for children to observe, relate, think and share

their own experiences & feelings.

- ❖ Month of December was especially dedicated to **"Cleanliness Project"** in which children & their parents actively participated in creative activities such as using picture cards, through body movements, songs, simple interesting stories, etc. Teacher also created awareness about usage of dustbin for the disposing daily wastage and also emphasized that it should not be thrown on road.

#### **Case Study – Balwadi**

4 years old, Yuvraj, a beneficiary of Door Step School Balwadi stopped coming to the class after paying a customary visit to his native place. On some days when the teacher managed to get him in the class he would start crying and disturb other children in class. He often scratched and hit the teacher when she tried to calm him down. The moment teacher diverted her attention on some other child, Yuvraj would run away from the class. On a routine follow up the teacher came to know about Yuvraj's parents who worked at docks and were unable to give him time and attention.

After a few days Yuvraj once came to the class with a wound on his foot. Yuvraj's brother was called on by the teacher and she asked him if Yuvraj was taken to a Doctor. Apparently the parents could not take him to doctor due to their long working hours at docks. The teacher cleaned Yuvraj's wound and applied an antiseptic solution to it. She asked him to sit in the class and take rest. After some time, Yuvraj asked the teacher to excuse him for a while to use the restroom. The teacher was quite surprised to see the pleasant behavioral change in the child and in spite of knowing that he would not come back she let him go. Surprisingly, Yuvraj returned to the class and continued with the lesson from where he had left before the break. After this incident Yuvraj started coming regularly to class and also taught two young girls in his neighbourhood a song which he learnt at Balwadi.

The affection shown by the teacher which was highly missed by Yuvraj at home brought him to class everyday and now he never tries to sneak out of class any more.

#### **Ward wise distribution of Balwadi beneficiaries into Junior and Senior Group (2010-11)**

Ward	Jr. (3-4 years)	Sr. (Above 4 years)	Total
A	304	230	534
B	123	18	141
E	240	168	408
M	214	68	282
<b>Grand Total</b>	<b>881</b>	<b>484</b>	<b>1365</b>

**Jagdish** came to class in a bright red shirt. His teacher remarked on the colour to which Jagdish responded, "Didi, I ate a tomato, that's why I wore a shirt of the of the same colour as the tomato"



***Moments to remember at Door Step School Balwadi Classes***



**1.Kids enjoying Magic show, 2. Narrating stories with the help of chart, 3. Christmas Celebration, 4. Delighted to be in Balwadi, 5. Educational Visit, 6. Republic Day Celebration, 7. Learning shapes and colors, 8. Art and Craft activities**

### Study Class

- At Door Step School, **Study class** serves as **a supportive measure**, through which extra coaching input is given to the students of Std. I to IV attending the Hindi and Marathi medium of the nearby municipal school. Many of them being first generation learners, the children tend to drop out when they are unable to cope with their studies. The study class offers the educational support they need to continue within the formal set up.

### Standard wise break up of Study Class

<b>Distribution of Children attending Door Step School Study Class (2010-11)</b>			
Ward	Units	Children enrolled	Sustained till end of April'11
A	32	461	334
B	4	104	92
E	8	194	155
M	13	322	310
<b>Grant Total</b>	<b>41</b>	<b>1081</b>	<b>891 (82%)</b>

Class level	2010-11 Units - 41		
	Girls	Boys	Total
Std I	131	153	284
Std II	152	126	278
Std III	142	143	285
Std IV	110	114	224
Std V	4	2	6
Preparing for 1 <sup>st</sup>	4	0	4
<b>Total</b>	<b>543</b>	<b>538</b>	<b>1081</b>

### Highlights:

- ❖ **1081** primary school going children were enrolled in study classes while **891** children continued till the end of year.
- ❖ **70%** children were present for more than 50% of the classes.
- ❖ Study class children enjoyed the workshop on the concept of **"Measurement"** even though it was assumed that they will find hard to grasp this concept. Children used their body parts like hands, fingers, ice-cream sticks or ribbons to measure the length of Black board, wall of their class room and also their notebooks. Later the children used the ruler to measure the length of their notebooks, etc. This exercise helped them understand how and why man moved from using non standard units of measure to the standardized ones. Children learned the practical applications of measurement through group activity.
- ❖ Based on the past experiences, Door Step School has designed a curriculum framework which specially focuses on the capacity building of children to improve the **basic skills of language & maths**. DSS also ensures monitoring of the children's performance through a monthly assessment system. This ongoing internal assessment helps children to prepare for formal exams in Municipal schools.
- ❖ To improve writing skills of children, DSS organized a **"Writing Workshop"** which focused on patterns of writing, formation of words from alphabets and formation of sentences. The group discussion on picture of kite & Makarsankranti festival helped children to enhance their vocabulary level, for instance children

shared different words in Hindi such as Teel, Laddu, Patang, Manja, Aakash, Suraj, Hawa, Thandi, and Sankranti etc.

- ❖ Education visit to the **Maharashtra Nature Park** at Mahim east has cultivated children's interest in environment education & nature conservation. Children got an exposure to various kinds of tree, medicinal plants, fruits & vegetables, etc. They also learned the importance of recycling of waste things to save the nature from manmade pollution. Children also enjoyed seeing different types of snakes in the park and discussed about them on their way back home from the visit.

#### Case Study – Study Class

Water is an expensive resource in an urban slum in Mumbai, and many a family cannot afford to buy it. So little Tanuja was forced to stay at home to fill the water when supplied by the municipality and supplement it by doing odd jobs in neighbouring homes where in return for her efforts her family was given some water. She also had the responsibility of washing her families' clothes.

All this left her with no time to attend school. The Door Step School teacher in the community had noticed this and spoke to the girl and then with her parents. The parents felt they would not be able to manage without having Tanuja pitch in. Her older sister was working as domestic help and she had brother attending the Balwadi. So it was necessary for Tanuja to be at home. The teacher however persisted over a couple of months, visited the family regularly, empathized with the mother, helped her by bring clothe discarded by others for the family to use. Finally the parents were convinced that Tanuja should also be educated. The mother took over some of her chores and Tanuja began attending the Balwadi and in the next year was enrolled in school. Today she is studying in Std III and also attends our Study class.

#### Non Formal Education (NFE)

- The **Non Formal Education class** which addresses the educational need of the 'out of school' children in the age group of 7-18 years, serves as **a remedial measure**, giving these children an opportunity for gaining literacy skills which they otherwise would not have had. The programme is geared to bring them into the process of mainstream education.

#### Highlights:

<b>Distribution of Children attending Door Step School N F E Class (2010-11)</b>			
<b>Ward</b>	<b>Units</b>	<b>Children enrolled</b>	<b>Sustained till end of April'11</b>
A	15	341	236
B	-	-	-
E	6	165	107
M	8	164	137
R south	4	100	72
<b>Grant Total</b>	<b>33</b>	<b>770</b>	<b>552(72%)</b>

- **770** out-of-school children gained basic literacy skills in 33 units of NFE classes during 2010-11.

- **44%** children were present for more than 50% of the working days which is a good indicator as these children are involved in earning their livelihoods.

- In the month of February, children celebrated "National Science Day" through active involvement in **Science Exhibition**. They presented different experiments at community & class level. Over **375** people

& **280** children benefited from it.

- **44** Children participated in a poster making workshop in Dr. Bhau Daji Lad Mumbai City Museum. The theme of the workshop was if 2016 Olympic held in India it should be in Mumbai. The children made posters depicting different games which they thought should be included in Olympics and also got information about the games which are currently included in the Olympics event from the Coordinator at the Museum.
- In Cap making workshop, **Ganesh** used dialogues like "*I will catch a thief so who am I?*" to which children immediately said "Policeman" or "*Tum mujhe khoon do main tumhe azaadi dunga*" (*Give me blood and I will give you freedom*) to which children exclaimed "Netaji Subhash Chandra Bose"
- Children went for a "**Ride in an open deck bus**" which took them for sightseeing around Mumbai where they saw famous monuments and heritage structures. Children enjoyed seeing the Reserve Bank of India, Gate Way of India, Mantralaya, State Assembly, and Hotel Taj etc.
  - Children were actively involved in the Cap **making workshop** where the in-house art teacher taught them to make caps donned by people from different walks of life. Children played one-liner guessing game where they were encouraged to say dialogues after wearing the cap and the other children from the group were asked to guess which personality is the child trying to portray.
  - Children participated in Paper bag making workshop wherein the in house art teacher demonstrated how to make eco-friendly paper bags with the help of old newspapers. Each child made a single paper bag and started using them to carry their books to class from the very next day. They also explained the shopkeepers in the vicinity the advantages of using paper bag for carrying the commodities sold to the customers.

#### Case Study – Non Formal Education

Rahul frequented the scrap pile in the community. No, he was not one of the kids who scavenged for a living. This 10 year old boy lived with his father- a taxi driver, his mother, a sister and 2 brothers. The family struggled to meet their daily needs, like most of the others in the community. Rahul scavenged for another reason- he searched for parts of old mobile phones, other electronic gadgets and discarded cells. He is a wonder at repairing broken gadgets. This came to light as he would always come to class dirty, a result of the time spent near the scrap pile. Additionally, when through the year science workshops and an exhibition were organized, Rahul's hidden talents came to light.

Suddenly Rahul was a star. He began bringing to class everyday a broken radio he had fixed. He repaired mobile phones for his teachers and neighbours. The children and teachers began looking up to him. He had not so far been a very 'good' student but now with all the attention he was getting, he too started taking more interest in his language and maths lessons. Today Rahul is famous in the community as Scientist Rahul. May be one day we can sponsor him for a mobile repair or a basic electronic course.

### ***Glimpses of children at NFE and Study Classes***



**1.NFE class girl child @ Indo-German Christmas Fest 2. Open deck Bus ride  
3.Kids with Bollywood Star Ajay Devgan at an vent 4. Learning through Flash  
Cards 5. Science Exhibition in community 6. Activity in NFE class 7. Kids @  
Study Class 8. Drawing activity**

### School on Wheels (SoW)

School on Wheels is a bus designed as a mobile class room to cater to the street children. Since July 1998, School on Wheels has been a one of the core project of Door Step School. In past 13 years; School on Wheel has emerged as an effective strategy to reach out to the most unreached groups of out-of-school children i.e. street children and pavement dwellers. Currently total five School on Wheels run in a different parts of Mumbai. In a year, each SOW covers 4 classes with approximately 100 children. SOW spends 2-3 years with each group of its beneficiaries. An attempt is made to mainstream the child once an expected level is achieved.

	<b>School on Wheels I</b>	<b>School on Wheels II &amp; III</b>	<b>School on Wheels IV</b>
<b>Area</b>	Crawford Market, Fashion Street, Charni Road	Reay Road and Wadi Bunder	Khadakpada, Saidham- Kandivali (E), Boriwali (E), Mahindra park
<b>Type of class</b>	N F E	N F E	N F E
<b>No. of units</b>	3	5	4
<b>Children Enrolled</b>	66	127	100
<b>Children Sustained</b>	60	87	74

### School on Wheel – V:

On 12<sup>th</sup> July 2011, Door Step School launched the new School on Wheels; which is donated and supported by The Sharma Foundation, U.K. and it was inaugurated by guests of honour, Mr. Eknath Gaikwad (Member of Parliament) and Ms. Varsha Gaikwad, Hon'ble Minister for Women and Child Development, Maharashtra.

This new project will cater to the children from Dharavi which is one of the largest slums in World. Even though there is availability of formal schools in and around Dharavi slum area, but there are still a number of pockets where children are found to be out of school. These children migrate from other states along with their parents or they come with their relatives to work in small scale industries. So in this regard, School on Wheels project will play a crucial role in mainstreaming these slum based children into educational process through Non-Formal Education. The innovative strategy used to reach out to out of school children and the secure comfortable environment provided there are what makes the School on Wheels different.

### Highlights:

- ❖ **237** out-of-school children were enrolled to formal school from School on Wheels from 2001 to 2010. 40 children have reached up to secondary school level.
- ❖ Since its inception in 1998, around **2000 children** have benefited by the non formal education classes conducted on the School on Wheels.
- ❖ Team of School on Wheels organized an innovative campaign **"Muze Yaad Karo"** for children who stay on streets. The idea behind this campaign was to increase the interest of children in basic literacy. Usually it is very difficult to sustain the interest of migratory children once they go outside the class. All children were given a small piece of paper and pencil to carry with them, so whenever they got free time they tried to recollect the words taken in class & wrote it down on the given paper.

- ❖ Children were all excited when they were invited to the launching programme of Toonpur Ka Superhero Drawing Books which were created by Sundaram where they got an opportunity to meet **Mr. Ajay Devgan( A Bollywood film star)** and **"Toonpur Ka Superhero"(a cartoon film)** team. It was fun for children as they got a chance to see their beloved film star and the cartoon characters who acted in the film.
- ❖ On the occasion of National Science Day, **200** children actively participated in **Science Exhibition**, which was held on School on Wheels. It was good opportunity for children as they demonstrated the experiments to their fellow class mates and passerby's on the street. The exhibition introduced them to basic concepts of science through simple experiments.
- ❖ Class based **"Creative Learning Project"** has emerged as a one of the best practice in extra-curricular activities. Total 32 days "Plant Observation" project activity helped children to understand the growing process of plant.

**Rohit and Vicky** said, "The string and spring must be friends."  
The children were amazed to see that the spring of the creeper grew towards the string and grabbed it, without having "eyes"

### Mobile Library

Door Step School is currently running two mobile libraries to provide continuous learning opportunities for children who are living in difficult situations from different parts of Mumbai. A major goal of Mobile Library Project is to mainstream the underprivileged children in educational development through various kinds of books. The library is actually a van stacked with reading material and recreational games.

The last academic year saw the launch of first mobile library to fulfill the street children's reading & learning needs.

This mobile library has reached out **40** children from different locations which include **Grant road, Opera House, Charni road and Cross maidan** in South Mumbai.

The services of the Mobile library were extended to **Hiranandani Akruti in M ward, Mumbai in June 2011** with an aim to cater to the children in. Children benefitted from this project are migrants relocated from the slums, pavement dwellers and from flood affected areas. The library halts at 10 locations and the teacher distributes the books to children for reading. The van also has games like carom, snakes and ladder, Badminton which the children enjoy playing and hence wait eagerly for the arrival of library every day. The teacher narrates stories to children who do not know to read. At present more than **200** children are currently benefitting from this project.

**Aarti** says, "This is my very first experience of sitting in a van. I really like to sit and read books in the van."



## School Partnership Project

The School Partnership Project has been a step towards strengthening the existing educational system. The projects vital role is to enhance the schooling experience for children from lower strata of society. The activities, conducted directly in the school, focus on building the child's capacity to cope and making the school a place conducive for learning. The basic programs include Study Classes – during and after school hours, Project Grow with Books and the Mental Health Project. Other supportive activities include – competitions, workshops, educational visits etc.

Name of School	Project Initiated in	Medium of Instructions	Total beneficiaries
<b>Colaba Municipal School (CMS)</b>	<b>1999</b>	❖ Marathi No. 1 ❖ Marathi No. 2 ❖ Hindi No. 1 ❖ Hindi No. 2 ❖ English	<b>3350</b>
<b>Janabai &amp; Madhavrao Rokade Municipal School (Janabai)</b>	<b>2005</b>	❖ Marathi Medium	<b>0466</b>
<b>Jagannath Shankarseth Municipal School(JSS)</b>	<b>2008</b>	❖ Marathi Medium ❖ English Medium	<b>0033</b>
<b>Lord Harris Municipal School</b>	<b>2010</b>	❖ Marathi Medium	<b>0675</b>
<b>Borabazzar Municipal School</b>	<b>2010</b>	❖ Hindi Medium	
<b>Manohardas Municipal School</b>	<b>2010</b>	❖ Marathi Medium	
<b>Byculla Municipal School</b>	<b>2010</b>	❖ Marathi Medium	<b>0757</b>
	<b>2010</b>	❖ Hindi Medium	
<b>Shivaji Nagar</b>	<b>2010</b>	❖ Marathi Medium	<b>1270</b>
	<b>2010</b>	❖ Hindi Medium	
<b>Total</b>		<b>15 schools</b>	<b>6551</b>

### Highlights:

- ❖ By the end of the academic year 2010-11, DSS expanded its outreach to **4 new schools**. Hence School Partnership Project is now implemented in **15 schools reaching out to 6551 beneficiaries**.

### Study Class

- ❖ Many of the children, being first generation learners, have no one to coach and guide at home hence cannot cope up with challenges at school. As they lag behind the class it also leads to lack of confidence in the child.
- ❖ To help children to fill the gap and to prevent them from dropping out study **classes** were started for children. School Partnership Project catered to **850** scholastically weak children studying in Std.I<sup>st</sup> to IV<sup>th</sup> by running **58 Study Classes in 9 schools**.

<b>Standard wise Distribution Of Study Class</b>					
<b>Class level</b>	<b>CMS(5 school)</b>	<b>Janabai</b>	<b>Byculla</b>	<b>Lord haris</b>	<b>Shivaji Nagar</b>
Std I	154	16	29	04	17
Std II	138	35	17	17	25
Std III	109	20	20	13	40
Std IV	088	36	15	16	30
Std V	00	07	00	04	00
<b>Total</b>	<b>489</b>	<b>114</b>	<b>81</b>	<b>54</b>	<b>112</b>



### Grow With Books:

Reading being the major tool of learning, lack of this skill means, all doors to learning and development are closed for the child. Their academic performance and knowledge building very much depends on reading skills.

Language develops as children feel the need to communicate their needs, feelings, and ideas and to engage others in social interactions. A primary way to support young children's language development is to structure activities and occasions where conversation is fostered in a natural and spontaneous manner.

A special permission has been given by Municipal Corporation of Greater Mumbai (MCGM) to implement Project Grow with Books, a Reading Promotion program within regular class hours. An hour a week is devoted to this for each division of Stds. I-IV in all the schools.

<b>Time distribution of each Reading Promotion class of 1 hour</b>		
1	15 mins	Story Narration
2	15 mins	Language development games
3	15 mins	Self reading
4	15 mins	Sharing new information

During the narration of the story "Barsega Badaal" (The Clouds will Shower), the teacher discussed issue of wastage of water resulting in empty reservoirs. **Amar Pal** said that if the city's reservoirs are empty, cant we use sea-water?

### Highlights:

- ❖ Various strategies used were basically speaking and Listening Opportunities, access to variety of books, role plays and puppets to explore language.
- ❖ A total collection of **9414** books in Hindi, Marathi and English language of various relevant publications have been made available to children. These level appropriate books are regularly circulated in all the classes.
- ❖ **Reading promotion** programme has reached **4812 children covering 122 classes.**

***Glimpses of special moments at School Partnership Programme***



**1. School Bus Service of DSS, 2.Cultural Programme, 3.Vachan Mela in School, 4. Kids @ Study Class, 5. Showing of Lanterns made in Diwali Celebration, 6. Former NASA Astronaut Joan Elizabeth Higginbotham, with kids at School.**

## Mental Health Project

Inclusive education is a much talked about concept but its implementation in the government run schools is still a big question and hence a multiple approach is required to reach out to children with varied needs. The Mental Health project offers this kind of approach giving attention to children with special needs. This included

### Individual Level

- ❖ Identify the children
- ❖ Refer Children for formal Assessment
- ❖ Counseling Session for children with emotional & Behavioral Issues

### Group Level

- ❖ Understand the common needs of children through observation & interaction.
- ❖ Create need based workshop modules for larger reach.
- ❖ Conduct workshops to develop skills such as coping skills, study management skills

### Creating Support System

- ❖ Conduct workshops for teachers to build awareness about issues faced by children and skills to handle them.
- ❖ Conduct workshops for parents, in order for them to develop effective, healthy and meaningful relationships with their children

### Highlights:

- ❖ The total coverage of the project is **3816** children in 6 MCGM schools of which **564** children belonging to 1<sup>st</sup> standard were observed.
- ❖ Based upon the class observations, **83** children were screened during the year of which more than **80** children currently undergo ongoing individual sessions.
- ❖ Realising the importance of family in socialization of child, workshops such as **Communication, Anger Management, Child Development and Child Sexual Abuse** were organized for parents.
- ❖ Creating support system in school makes it essential to build capacity of teachers hence workshops on topics such as **Learning Disability, Slow Learner, ADHD(Attention deficit hyperactivity disorder), Positive Attitude and Stress Management** were conducted for teachers.
- ❖ While doing observations at the school level counselors came across certain common issues among the children. Hence workshops on topics such as **Building Relationships, Peer Pressure, Study Skills, Time Management** and **Self Confidence** were organized to support them to overcome the difficulties that prevent their growth as an individual.



**Case Study- Mental Health Project**

8 Years old, Ravi a student of 3<sup>rd</sup> standard often became the laughing stock in class whenever he started answering the questions asked by the teacher during the lessons. He stammered while speaking and hence could not communicate with any of his classmates without being made fun of. In spite of the speech problems, Ravi was very good when it came to the performance in exams. The counselor talked to his parents and found that Ravi had started talking later than other children of his age. As he grew up the stammering problem surfaced and resulted in lack of confidence while communicating with people.

Ravi started keeping to himself as the children in class made fun of his stammering. With the help of ongoing sessions the counselor built a good rapport with Ravi and encouraged him to speak without any hesitance. Counselor motivated him by telling positive stories of people who faced the same situation like him and how they came out strong. Ravi slowly opened up and started sharing his day-to-day happenings with the Counselor. Teachers and his fellow class mates both were made aware about his speech problem and they cooperated while Ravi spoke in class by encouraging him and applauding his efforts. Even today though Ravi still stammers, he speaks with such confidence that one barely notices the stammering.

**E Learning**

E-learning comprises of all forms of electronically supported learning and teaching. It is essentially the computer enabled transfer of skills and knowledge. Door Step School has made an attempt to utilise the same technique for pre primary and primary level to make English learning a joyful journey for kids. This programme is specially devised to introduce English to vernacular medium children of std 1<sup>st</sup>. The programme covered **533** children.

**Objectives:**

- ❖ To support children to overcome English language barrier.
- ❖ To make learning of second language (English) a joyful process
- ❖ To create base for learning English language for vernacular medium students,
- ❖ To motivate and support parents to combat their fear regarding child's future without English.
- ❖ To support vernacular medium schools to deal with a steep decrease in new enrollment

**Activity:**

- ❖ Electronics based teaching learning process supported by TV and DVD based on 1<sup>st</sup> std government prescribed English text book.
- ❖ Facilitator / teacher supports the learning, introducing simple aspects of the language and helps build vocabulary.

**Observations:**

- ❖ Children found it was interesting as teacher allowed them to watch TV.
- ❖ They were able to recite rhymes which were easy to pick up as they were set to fun filled rhythm and music.
- ❖ Children greeted each other and tried to use simple sentence.
- ❖ Interactive session supported by TV and DVD was added advantage

- ❖ Animated visual encouraged children participation, Sustenance and recollection of the vocabulary acquired.

### **Project Status**

School	Medium	Std	No of batches	No of students
Colaba Municipal School	Balwadi		02	71
	Marathi No1	1 <sup>st</sup>	02	74
	Marathi No2	1 <sup>st</sup>	02	65
	Hindi No1	1 <sup>st</sup>	02	144
	Hindi No2	1 <sup>st</sup>	03	179
<b>Total</b>	<b>05</b>		<b>11</b>	<b>533</b>

Children's reaction in the e-learning session, "Station ka nam talkpur hai yane bate karna. Yaha ganewala station hai , ganeko song kehate hai."

### **Outcome:**

- ❖ It increased confidence of children in use of English language.
- ❖ It facilitated facing interview conducted for admission by English medium school.

### **Workshops**

Workshops are used as tools to not only simplify difficult academic concepts but also for encouraging talents. Academic workshops covering topics from Mathematics, Science, Geography and creativity workshops covering Drawing, craft, Diya Decoration were conducted in all the grades from I to VII based upon the requirement. This year DSS had an opportunity to have Mr Mayur Ankolikar from Actuarist Association of India to be a resource person for Mathematics who changed children's outlook towards Mathematics. Mr Todankar made geography easier for children and children gained valuable inputs in terms of clarity of basic concepts, easy methods of retaining, knowledge about the globe etc. Totally **4341 children** had the privilege to attend the same.

- ❖ To mark **Literacy Day** children from pre primary and study class organized a rally. The procession of children visited entire school and each class to emphasize importance of education.
- ❖ Environment protection has been a concern globally and more so ever for Mumbai with its frequent experience of tremendous human and material loss. The battle of balancing and protection of environment is only possible if the younger generation knows the essentials of how to save the earth and role trees play in it. Hence an **educational visit** was organized to Mahim Nature Park which helped children understand the significance of conservation and of growing more trees. Children were also given interesting information on how plants support healthy living. Such and many more educational visits covered **2508** children.

### **Children Speak:**

"Trees and trees how beautiful. Wish our houses were surrounded by green trees to keep them cool."

### Science Exhibition

To commemorate National Science Day and to bring children closer to aspects of science that surround us, a science exhibition was organized for the students (Stds. 1<sup>st</sup> to 4<sup>th</sup>) by the students in various Municipal Schools.

#### Highlights:

- ❖ It provided opportunity to observe the practical changes and explain the experiments to children who visited the same, which made them feel like a scientist who did experiments on their own.
- ❖ The topics which were covered were Air, Water, Nutrition and Sensory organs and were presented in form of simple experiments. The teachers made preparations for the experiments and also trained the school children very well.
- ❖ Totally **1711** children benefited from the same.

### Vachan Mela

This programme was a unique way to bring children back to their studies, especially to the world of alphabets and words which they tend to forget during their summer vacations. Children find it difficult to change their mood of rejoicing to serious mood expected at school. Hence Vachan Mela was a tool to welcome children with playful activities.

#### Highlights:

- ❖ Vachan Mela was organized for the students of Stds 2<sup>nd</sup> to 4<sup>th</sup>. Every child participated in activities such as puzzles, matching alphabets with words, animals with their habitats, transportation with appropriate names, map reading, and globe reading.
- ❖ The mela also had puppet show presented by teachers which was followed by a discussion on the story to assess understanding of the children. Children were also given the opportunity to narrate a story with help of puppets.
- ❖ As the name suggests it also had reading as a major activity that gave them access to variety of books to read. Children who read well were appreciated by rewarding them with books. This was also an effort to inspire children to read well.
- ❖ In all **1233 children** took part in the mela.

### Library Program

Library activity provided a continuous access of reading material to children from Std 5<sup>th</sup> to 7<sup>th</sup> which not only inculcated reading habits in children but also provided support in sustaining literacy acquired. The small review of the programme with children has brought a special request of lending

<b>Library programme coverage</b>		
<b>Sr</b>	<b>School</b>	<b>Children</b>
<b>1</b>	<b>Colaba School</b>	<b>451</b>
<b>2</b>	<b>Janabai</b>	<b>174</b>
<b>3</b>	<b>Lord Haris</b>	<b>131</b>
<b>4</b>	<b>Bora Bazar</b>	<b>112</b>
<b>5</b>	<b>Shivaji Nagar</b>	<b>505</b>
	<b>Total</b>	<b>1373</b>

books for reading at home. This request needs to be incorporated in next year's future plan. Library programme was enjoyed by **1373** children.

### **School Bus Service**

One of the major reasons behind irregularity and drop out of children from municipal school has been unavailability of parents to drop the child at school. Parents who leave house to make ends meet find it difficult to remain at home for child's education. As per RTE the school has to be within a radius of 1 km, even if the distance is less than 1 km the ability of child to reach unescorted from traffic of Mumbai city is questionable. Hence, sometimes on the grounds of safety, parents prefer to keep children at home. The School Bus Service was started with the objective to increase the regularity and reduce the dropout rate of school going children. This Bus Service started by Door Step School motivated the parents to send their children to school.

#### ***Highlights:***

- ❖ During this year, 220 children were catered by bus service on 2 routes of ward 'A' and ward 'E'.
- ❖ A total of 100 children from Colaba Municipal School and 80 children from Byculla Municipal School have availed the facility of Bus Service.
- ❖ The bus service was also provided to 40 children from the Pardhiwada community who reside in the slums of E ward.

### **Formal School Enrollment**

#### ***Follow-up of Students Enrolled in formal schools in the academic year 2010-11***

<b>Enrolled from</b>	<b>No. of Children Enrolled</b>	<b>Number sustained at the end of year Apr'11</b>	<b>Percentage Sustained</b>
Balwadi	431	395	92%
Non Formal Education Class	156	133	85%
From the community	30	30	100%
<b>Total</b>	<b>617</b>	<b>558</b>	<b>90%</b>

90% of the enrolled children sustained in schools due to the follow up by DSS. The team members stayed in close touch with the children, ensuring that they continued to attend school.

#### ***Standard wise Breakup of Children Enrolled In School (2010-2011)***

<b>Type Of Class</b>	<b>KG</b>	<b>1<sup>st</sup></b>	<b>2<sup>nd</sup></b>	<b>3<sup>rd</sup></b>	<b>4<sup>th</sup></b>	<b>5<sup>th</sup></b>	<b>6<sup>th</sup></b>	<b>7<sup>th</sup></b>	<b>8<sup>th</sup></b>	<b>Grand Total</b>
<b>Balwadi</b>	125	304	2							<b>431</b>
<b>NFE</b>		103	28	11	9	2	2	1		<b>156</b>
<b>Community</b>		22	1	2	2	3				<b>30</b>
<b>Grand Total</b>	<b>125</b>	<b>429</b>	<b>31</b>	<b>13</b>	<b>11</b>	<b>5</b>	<b>2</b>	<b>1</b>		<b>617</b>

## Sponsorship Project

The objective of Sponsorship project is to identify children in need of educational support and to help them by sponsoring their requirements to assure continuity & completion of their education. During the year 2010-11, through Sponsorship Project educational material, umbrellas were provided to these children. Picnics, workshops, traveling allowance, financial assistance were some of the other benefits they got.

***Distribution of beneficiaries***

Sr. no.	Sponsor	No. of beneficiaries
1	Nanhikali	150
2	India rising	68
3	Ammada Trust	7
	<b>Total</b>	<b>225</b>

### ***Highlights:***

- ❖ Regular meetings were conducted with these children to enable smooth distribution of material, documentation and follow up for keeping a track of their academic performance throughout the year.
- ❖ The children participated in the World Literacy Day event, creative workshop, Dance competition and Science exhibition held in the school.
- ❖ 15 girls participated in a walkathon organized by Nanhi Kali. The girls started the walk from Nariman Point to Marine lines in Mumbai.
- ❖ A session was conducted on **"Life skill education"** by resource person Ms. Usha Deshpande for 70 girls in Colaba School wherein the girls learnt about –problem solving, interpersonal relations, leadership, decision-making, effective communication and coping with difficult situations.
- ❖ A session on **"Growing up"** was conducted for 70 girls of Colaba School which helped them understand the emotional and physical changes taking place when they attain puberty. The girls also were sensitized about the consequences of getting married at young age and the importance of gender equality.

## Computer Centre

Door Step School started its first Computer Center in 'A' ward in the year 2003. Two more centers were started this year in M and E Ward of Mumbai. Children visit the centre once a week according to their time table and learn basic computer skills. Every week children keenly wait for their turn as this is a unique opportunity for them to learn and get acquainted with computers. The computer teacher teaches them right from basic mouse handling techniques to creating file and folders.

As all the children are first generation learners, the parents appreciate the hard efforts taken by Door Step School for ensuring basic computer literacy of their children as it is always difficult for them to provide access to such opportunities for their children due to lack of resources and their poor socio-economic conditions.

### ***Highlights:***

- ❖ A customized syllabus is prepared for each level of children.
- ❖ The basic components of the syllabus include MS word, paint, animated poems, puzzles, Jumpstart pre-school etc.
- ❖ Various educational CDs tailor made for certain topics like maths, language, grammar etc. are used.
- ❖ This helps children in enhancing their knowledge bank and vocabulary.
- ❖ 34% children were present for more than 80% of the classes.
- ❖ A new center is almost ready to be started in E Ward this July. About 500 children will benefit from this center.

### Computer Class Strength

Area	Class	No. of Batches	Total children
A ward	Balwadi	8	286
	NFE	13	300
	Study Class	13	350
	Youth (Balsamuha)	14	183
	Private Batch	5	24
	<b>Total</b>	<b>53</b>	<b>1143</b>
M ward	Balwadi	05	138
	NFE	02	55
	Study Class	04	103
	Youth (Balsamuha)	02	30
	Private Batch	01	10
	<b>Total</b>	<b>14</b>	<b>336</b>
<b>Grand Total</b>		<b>67</b>	<b>1479</b>

#### Case Study – Computer Centre

Sitting in front of a computer and handling mouse was a dream of 11 yrs old **Sachin**, a street child studying on the School on Wheels.

Initially he refused to attend the Computer Center with his class. On the days when the School on Wheels batch had their computer class, he often remained absent or used to make up excuses for not attending one. The class teacher soon found out that he was very much interested but was only scared of using the machine. Even though Sachin had always dreamt of operating the computer efficiently some day, he was also afraid that he might goof up while operating it. The teacher assured him that nothing would go wrong as the staff was always around to support him.

One day Sachin missed the bus dropping the children to Computer Center. An eager Sachin rented out a bicycle to reach Computer Center and made it to his computer class on time. Now there is no looking back for Sachin and **his regularity to computer center is noteworthy.**



***Glimpses of special moments at Computer Centre, Community Learning Centre, Bal samuha and with Volunteers***



**The Computer Centre, 2. BalSamuha kids in action on International Children's Day, 3. Volunteer Kamilah with kids, 4. Kids in front of Mobile Library, 5. Girl enjoying a story book at CLC, 6. Kids @ CLC, 7. A girl child @ Computer Centre, 8. Volunteer Erik with Balwadi kid, 9. Balsamuha kids at an event**

## Community Learning Centre (CLC)

The Community Learning Centre works with the basic objective To encourage children to develop healthy reading habit and thereby to build language skills. Door Step School now has 3 CLCs respectively at Transit Camp, Shiv Shakti Nagar and at 'E' ward with a wider coverage of children.

### Prominent features of all CLC:

- ❖ **Easy access of Reading Material** – accessibility to level appropriate variety of story, News Paper, Magazines.
- ❖ **Imparting of knowledge with Audio Visual Material** – TV, DVD, audio video CDs, and Cassettes.
- ❖ **Major Activities for joyful learning-** Story Narration, Loud Reading of Books, Language development Games, Sharing New Information.
- ❖ **Ongoing Utilization of Resources by children-** One Hour Per class Per Week with batch of around 20-25 children.
- ❖ **Knowledge Development Resources for facilitating teaching process** – Providing resource bag containing Science & Geography Kits, Resource Bags with educational games, Puppets etc

### Children Speak:

*Lakshmi working on docks said, "This is the only place I enjoy to be, where story books and games accompany me and work"*

### Community Learning Centre Coverage

Name of CLC	Total number of beneficiaries	Total Number of Books	Resource Bags
Transit Camp	1625	3290	14
Shiv Shakti Nagar	555	1019	00
E Ward	838	1333	09
<b>Total</b>	<b>3018</b>	<b>5642</b>	<b>23</b>

### Highlights:

- ❖ To mark Gandhi Jayanti a collection of material depicting life of Gandhiji was presented to children in a "**Know me well**" (Getting to know Bapu) **workshop**. An option to pick up print material of their choice was given to each child who had to read it out to the group. The best readers were awarded. Totally **225** children participated in it.
- ❖ **Camps-** Regression of literacy acquired, is common during school vacation, hence special camps were organized during summer and winter vacations. Around **3000** books were made available to children. Activities like **dramatics, puppet making, and dancing** were also a part of the camp. Totally **873** children benefited from the same.
- ❖ Language is an integral part of children's academics hence workshops such as **Language Development, Science, and Geography** were organized for children. Totally **15** workshops covered **1106** children.

### Door to Door Library

The Door to Door library is an attempt to reach out to children, who have remained outside the purview of DSS activities either due to their work or being school dropouts. This supports children to sustain the literacy acquired and cultivate a habit of reading. The program is run by recruiting Bal Samuha members as volunteers, who on a weekly basis visit the communities carrying a variety of story books for children in age group of 10 to 16 years Each volunteer caters to 50 members and hence the total outreach was 1034 beneficiaries.

**Door to Door Library Coverage**

CLC	No. of Books	Total number of libraries	Beneficiaries		Total beneficiaries
			School Going	Drop Out	
Transit Camp*	1127	14	636	48	689
SSN	0298	04	163	13	176
E ward	0200	04	169	—	169
<b>Total</b>	<b>1625</b>	<b>22</b>	<b>968</b>	<b>61</b>	<b>1034</b>

\*Covered by this centre are 4 communities of Ward 'A'.

The CLC also serves as an **Open Library**, wherein it is kept open for interested readers from the community, on every Saturday. Throughout the year, **195** interested, youth from the community benefited from this service. The centre also gives them a quiet place to read.

The beneficiaries of the open library also enjoy the benefits of Summer Camp held in month of May every year. A variety of activities are planned for the children and the youth as a part of this day camp

**Bal Samuha**

Bal Samuha consist of two words - 'Bal' denotes children and 'Samuha' denotes group, implying Bal Samuha as Children's Group. Such groups were initiated with the intention of keeping in touch with the youth of the community, who have had some association with Door Step School i.e. DSS alumni. Most of these members have been introduced to education by the efforts of the organization, and are now studying in the secondary or higher secondary schools. They fall into the age group of 10 to 18 years.

The Bal Samuha coordinator along with the DSS team conducts regular meetings and members work for the development of the community by addressing the various issues concerning the communities they reside in. This year extraordinary efforts put in by Bal Samuha Coordinator for strengthening the Youth Group as a result the youth group members played a major role in the RTE sessions taken with children and their parents in the communities.

Along with education, building capacities of children is another motto of DSS activities hence **Bal Samuhas** were activated in school and an ongoing input was given for leadership building. The success of this was seen in the **Recreation Club** run by Bal Samuha members for other school children. It was an attempt to provide constructive recreation to children. It helped in boosting children's confidence and acted as a platform to showcase their talents.

**Highlights:**

- ❖ As Right To Education Act, 2009 was taken up as a theme for advocacy this year, on account of World Literacy Day a **RTE convention** was organized on September 7, 2010 to spread awareness, increase understanding of components of RTE Act and build a children's movement on RTE.

*BMC teachers," Amazing performance of children , we cannot imagine that children can perform so well for a cause and with so much confidence for strangers from street . Thanks to door step".*

- ❖ The groups of Bal Samuha conducted awareness sessions on **Malaria, Addiction, Child Rights, Garbage Issue, Water Scarcity, Health and Hygiene** with the aid of Posters & Street plays.
- ❖ A **Bal Mela** was organized by Bal Samuha children in A Ward community where **610** children enjoyed different games and won prizes. The Mela was successfully organized by 40 Bal Samuha youth and members with inputs from Bal Samuha Coordinator.
- ❖ A session on **Career Guidance** was taken by Actuary Mr. Mayur Ankolekar where 30 youth members got to know about different opportunities in the field of commerce after completion of graduation.
- ❖ During the Holi Festival celebrations in Ward A, Sankalp Bal Samuha organized a rally in the community and showcased the wallpapers made by them to raise their voice against their various community issues like Water Wastage, Addiction, unhygienic surroundings, child labor.
- ❖ A myriad of capacity building trainings like **Disaster Management, First Aid Treatment, Child Rights, Wall Paper making** were conducted with the help of resource person for Bal Samuha groups.
- ❖ The **Leadership Training Camp** was a huge success with the participation of 143 Bal Samuha leaders & 5 youth members. The objective of creating a conceptual and holistic understanding about Bal Samuha was accomplished while the youth groups and the counselors' team facilitated it very well. This year a separate training camp was organized for School Bal Samuha groups.

**Bal Samuha Group Details**

No.	Bal Samuha	Active members	Community	Year of Foundation
1	Sanjivani	35	Baba Saheb Ambedkar Nagar	1997 - 2000*
2	Ekta	45	Baba Saheb Ambedkar Nagar (Rehabilitated)	1997 - 2000*
3	Sankalp	15	Ganesh Murthy Nagar	2002
4	Maya	45	Baba Saheb Ambedkar Nagar	2002
5	Roshini	20	Shiva Sakthi Nagar	2005
6	Golden	20	Masjid Bandar	2006
7	Jagruti	20	E Ward	2009
8	Pragati	20	E Ward	2010
9	Challenger-I	66	Colaba Mun. School	2005
10	Challenger-II	84	Colaba Mun. School	2005
11	Janabai Sch.-I	18	Janabai Mun. School	2009
12	Janabai Sch.-II	18	Janabai Mun. School	2009
13	Phoenix-I	12	Lord Harris Mun. School	2010
14	Phoenix-II	18	Lord Harris Mun. School	2010
<b>Total</b>		<b>436</b>		

\* These groups have been active for a longer period and have since then taken into groups.

The newly formed "**Phoenix**" Bal Samuha from Lord Harris School had an outstanding performance when it came to awareness campaigns this year. A unique "**Zenda Samaan Abhiyaan**" ("Respect the National Flag") was undertaken by this group wherein they prepared posters to sensitize people about the National Flag and also urged them to not to throw them on streets and pay their due respect by picking up the flags strewn on the streets.

A Street play on account of **Anti Tobacco Day** was enacted on various locations such as School main gate, GT Hospital, Mumbai outpatient department and in a Bank's premises. The children with the posters and the play gave information on ill effects of tobacco. The hospital authorities appreciated the young children's efforts and invited them for performing one more time. The Bank employees distributed sweets to the children for spreading awareness on such a critical problem.

## Training Cell

The Training Cell was initiated in 2008 with the aim to 1) Introduce and sustain processes and content that promote quality education & 2) Provide an in-house opportunity for up grading skills and capacity building. The Cell which is composed a Director -Training, 2 Lead Trainer and 2 Field Trainers continues to meet these needs of the organization through training offered throughout the year to different groups.

### Training Days

Target Group		No. Of Beneficiaries	Days of Training		No. of Topics
			As Planned at the start of the year	Actual Days	
Community Based Direct Educational Services	Balwadi teachers + Assistants	31+5	30	<b>31</b>	22
	NFE & Study Class Teachers	37	30	<b>29 + 17*</b>	22
School Partnership Project	Study Class Teachers	17	30	<b>28</b>	24
Coordinators Team		23	20	<b>9</b>	9
<b>Total Beneficiaries 113</b>			<b>110</b>	<b>114</b>	These cannot be totaled as a topic may have been taken with more than one group

\*At location, for new teachers at Lallubhai Compound, a new area in Ward M, where work was initiated this year.

- ❖ Saturday trainings for the study class teachers of the School Partnership Project were introduced this year. Last year 2 capsules of training had been taken with them, during which it was realized that they too needed the support of ongoing training. Another group that was taken on in this year was the group of new teachers of Lallubhai Compound.

The training offered during the year can be broadly categorised into that which focuses on

- Curriculum and Other Classroom related matters
  - Documentation and records related
  - Creating a better understanding of the child and child development, of education, and other professional development
- ❖ All the teacher trainings this year was conducted in house, involving the counselors and a couple of the coordinators for specific topics. Additionally, a group of 28 teachers & 2 trainers attended a Saral Hindi Bhasha course conducted over Saturdays by the Hindustani Prachar Sabha to refresh and polish their Hindi Language skills.
  - ❖ For the coordinators' training, resource persons were invited to conduct 4 of the sessions of the 9 sessions. Renowned psychologist, Mrs. Pratima Havaladar, conducted 3 whole day sessions on 1) The Emotional Quotient, 2) Dealing With Difficult People, 3) Creative Thinking. These sessions were aimed at gaining personal and interpersonal insights, promoting a sense of belonging and improving teamwork.
  - ❖ Representatives of Abhivyakti, an organization in Nasik that focuses on media for development came down to take a day's workshop on Creating A Wall Paper.
  - ❖ All the training we organize is very participatory and allows for a great deal of sharing and group work. Many of the techniques we use are such that the teachers can use in the classrooms, where lot student participation is encouraged. Teachers are encouraged to draw on the rich experiences that the children bring to the class. The very same is true of the interaction between the trainer and the trainees.
  - ❖ Feedback on the implementation of the training – both the successes and the areas where further attention is required, is sought through visits to the field and through conversations with the coordinators. Time for sharing during training sessions allow for teachers to share their questions and problems faced. All this goes into determining the future course of training. Certain topics get repeated again and again each time bringing in the field experience and making clarifications and corrections. This serves to build the trainees understanding of concepts or improve their skills.
  - ❖ Besides the trainings offered, the field trainers spend 2-3 days in the field in the week offering hands on support where necessary, thus complementing and strengthening the training process. A couple of teachers who need such support are identified by the trainers and coordinators jointly and intensive handholding is provided for them.

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**Impact of the ongoing training is seen in various interactions and sharings.**

- ❖ Definitely worth mentioning are the tears in the eyes of new recruit at the end of a week's training. She was overwhelmed by what she had learnt and understood in a week here, something that hadn't happened for her in a year when doing her B Ed.
  - ❖ Another teacher, two three months after joining, stated that she had never been able to take part in a discussion- put her view forward in a group of people, but now she had opened up and was able to put words to her thoughts.
  - ❖ Some teachers also expressed that increased understanding of developmental issues had even helped them to understand themselves better.
- ❖ Another area of the training cell's work is to design and conduct workshops with different groups of children in the community. Coordinators request workshops on concepts of language and maths that children sometimes find difficult to deal with or teachers find difficult to explain.
  - ❖ Twenty such workshops were conducted this year covering subjects like multiplication, informal and standardized measurement, Gender and punctuation in Grammar, Statements and Questions around the theme "Our Sky". Displays created during these workshops remain in the class to reinforce lessons learnt.

**Rough diamonds we come across**

Shashikala Sutar joined the Door Step School team as a Balwadi helper. As she had not even completed her schooling, this was the only position open to her.

Once in the Balwadi, she became very excited. She was enthusiastic and wanted to try out something new every week. She would attend the Saturday trainings with the Balwadi teachers, and would apply all that she had learnt with the appropriate. Throughout the 2 1/2 hours, she moved smoothly from one activity or process to another, keeping the children engaged at all times. The Balwadi she was in gradually emerged as a model Balwadi. This was observed by her coordinators, trainers and all who visited her Balwadi.

To enable her to achieve her full potential, it was decided that we give her a Balwadi for herself. So the Balwadi helper evolved into Balwadi teacher, and a fortunate group of 25 children gained a really good teacher. She has become a role model for other teachers and everyone is curious to visit her Balwadi.

- ❖ Through our networking efforts, we share and learn from peers and experts in the field. The networking opportunities we had this year include participating in:
- ❖ An NGO exchange & visit to Sevagram, Wardha organized by Homi Bhabha Centre for Science Education from August 30 to September 4, 2010
- ❖ Training conducted by Mumbai Mobile Creche on a Parental Calendar, tracking Child Development, in December from 2-4, 2010 and a follow up from February 10-12, 2011.

### Glimpses of Teacher trainings and capacity building sessions



**1. Using teaching aids in action, 2. Teaching and learning material exhibition, 3. Balwadi teacher in training, 4 & 5. Study Class teachers in training, 6. Balwadi Teachers discussing the teaching aids made by them.**

- ❖ A workshop organized by the Goregaon Shikshan Sankul, conducted by Madhuri Purandare based on her book "Lihave Netke" (Writing Well) on April 11, 2011.
- ❖ A Consultation on Early Literacy hosted by SRTT in Delhi and organized by Keerti Jayaram of OELP from April 24-28, 2011.
- ❖ Working on an E-Learning project based on the English text book used by students of Std. I in Marathi medium schools with BCPT, Muktangan and Tata Information Services at intervals throughout the year.

### **Networking & Advocacy**

- ❖ Continuing interaction with MCGM's Education Department, advocating changes where necessary and supporting their work in selected schools.
- ❖ Similarly interactions with MPSS and other Govt. and para Govt. bodies that are concerned with education are ongoing.
- ❖ G.D. Somani School who has given permission to conduct classes for domestic workers in their premises.
- ❖ Networking for placement of interns and volunteers who have contributed to the organization in various ways from different local and International educational institutes like Tata Institute of Social Science, Nirmala Niketan, S. P Jain SIMC Bangalore and German agency VIA e.V. – Verein für internationalen& interkulturellen Austausch.
- ❖ Cuff Parade Police station has supported the smooth functioning of all programmes in community.
- ❖ 'CPRA Garden', 'Colaba Woods' and Yashwantrao Chavan Center have been providing space for conducting various programmes.
- ❖ Maharashtra Nature Park, Tikujiniwadi, Nehru Science Center, Parle G Biscuit Factory at Vile Parle, Mani Bhavan for children's educational visits.
- ❖ Door Step School, Mumbai to participate in the Mumbai Christmas Fest organized by Indo-German Chamber of Commerce.
- ❖ Dr Bhau Daji Lad Mumbai City Museum where children attended a poster making workshop.
- ❖ Bhagini Samaj Dadar and Women's Indian Association who have organized visits to their centers for capacity building of Door Step School teachers.
- ❖ Hindu Prachar Sabha for conducting Hindi classes for Door Step school staff and volunteers from Germany.

## **Volunteer Contribution:**

Volunteering at Door Step School empowers people to bring in a change in the lives of children who are underserved and also in turn makes an impact in their own lives by seeing the smiles they manage to draw across the faces of these children.

The year 2010-2011 was combination of work done by foreign and the local volunteers both. These volunteers lent a helping hand by taking lessons, organizing events for children, taking recreational activities with children, administrative work etc.

This year Volunteers Linn, Janneke, Eric and Sarah took initiative to participate in the Mumbai Christmas Fest organized by the Indo-German Chamber of Commerce. **30** enthusiastic children got rare opportunity of enjoying the juggling show, jumping and climbing aircastles, Santa Claus and the big Christmas tree.

## **Future Plan:**

- ❖ Strengthening and improving the quality of services in the newly initiated project areas.
- ❖ Setting up of 2 new computer centres at 'M' and 'E' ward
- ❖ Capacity building for the present 400 strong alumni of Door Step School that comprise the Bal Samuha and strengthening the youth groups (18+ years) in their respective communities.
- ❖ Advocacy with the Municipal schools to enable us to engage in an effective partnership
- ❖ Training Cell to conduct 30 days of training per batch of teachers and need based training for coordinator groups. These sessions will be a mix of one day trainings and small capsules scattered throughout the year, over a total of 120 days.
- ❖ Create awareness of the Right to Education Act and its implications in the civil society by organizing various awareness programs.



## PUNE

Over the last 4 years, Door Step School, Pune, saw steady expansion of its Direct Education as well as School Intervention programs. In the year 2010-2011, we reached 140 sites under our Direct Education Program (Project Foundation) and 143 schools under our School Intervention Program (Project Grow with Books). Our training center (Parivartan) also went through further evolution by initiating innovative refresher programs for existing staff, and enhancements to the new recruits training.

However, our basic focus on increasing enrolment and retention of children has remained. We enrolled a total of 12906 children into our Direct Education programs this year, an increase of 23% from the last year. We reached a total of 37760 children through the Reading Classes project in Municipal Schools (See Table 1 for Details).

The year 2010-2011 was underlined with **focus on expansion, while improving operational efficiency.**

### **Focus on Expansion with Efficiency Improvements**

In the Project Foundation, our goal was to reach to 100 sites as a continuous steady coverage. We reached this goal and plan to maintain it this year. We focused on maintaining good relationships with builders, which have developed over the years, while extending it to a formal level through MOU's. We were successful in developing financial partnership with most of the builders by enlisting their commitment to support part of our operational costs to run a center. We are very thankful to all our funding partners who now include the builders as well, for supporting our efforts and sharing a common goal with us.

In the Project Grow with Books Program, we expanded our reach to 143 schools, which was an increase of 25 schools from last year. While doing so, we launched new initiatives, which included innovative methods to reach out to the beneficiaries and also create new stakeholders in parents and siblings. Our funding partners supported us with equal enthusiasm and committed to support us through these experiments. We appreciate their faith in us and the support over the years.

In order to improve operational efficiency, a number of new processes were launched in the areas of data collection, data analysis. Much work was done in the standardization of reporting formats, accounting procedures and procedures in logistics. The goal was not only to improve efficiency, but to cater to increasing requirements and expectations from our partners for a systematic and regular communication. While a lot of work was done in 2010-2011 to initiate these procedures, a lot more work will have to be done in 2011-2012 to implement them and fine tune them.

We also launched an important focused activity of tracking children who migrate out of our sites. Each year, more than 5000 children migrate out of the sites we cover for various reasons. While we always had the "My Book" and "Green Card" as methods for these children to reach us or for us to reach them, this year we launched a focused effort to proactively contact the children who left us. Our goal was to find out whether or not these children continued their education even after leaving our schools. As an experiment, we launched a pilot program and attempted to contact children who had migrated. We were able to reach 350 children. The data showed very encouraging results. Out of the 350 children we contacted, 320 continued going to school in the new area wherever they migrated. Our efforts towards mainstreaming the children and inculcating in them the importance of education seemed to have reached these children.

Needless to say, we must continue these efforts of tracking children who migrate. This year, we plan to launch a special focused program to do so.

During the year 2010-11, we reached out to over 50000 children in building/road construction sites, slums/pavement sites and in Municipal Schools.

**Table 1: Comparison of Five Years in a row**

YEAR		2006-07	2007-08	2008-09	2009-10	2010-11
Direct Education (Project Foundation)	Urban Slum Communities & Pavement Dwellers	8	10	10	10	15
	Building & Road Construction Sites	50	67	100	96	125
	<b>Total Number Of Locations</b>	<b>58</b>	<b>77</b>	<b>110</b>	<b>106</b>	<b>140</b>
	Locations Closed	8 (14%)	16 (21%)	18 (16%)	24 (23%)	29 (21%)
	Pre-Primary Classes	43	47	93	98	133
	Study Classes	29	37	57	84	122
	EAC( Literacy) Classes	50	64	81	98	129
	Day Care Centers	13	20	72	74	91
	<b>Total Number Of Classes</b>	<b>135</b>	<b>168</b>	<b>303</b>	<b>354</b>	<b>475</b>
	Classes Closed	14 (11%)	22 (15%)	32 (14%)	79 (22%)	121 (25%)
	Children Enrolled	2799	4981	8494	10534	12906
	Snapshot of Beneficiaries in March	1399 (50%)	2081 (42%)	3439 (40%)	3369 (32%)	4383 (34%)
	Computer Classes-children Enrolled		153	331	224	212
	Community Based Libraries-Children enrolled		563	796	660	712
School Intervention (Project Grow with Books)	Schools With Reading Classes	47	76	118	131	143
	Reading Classes Children Covered	15516	21756	34169	36405	37760
	Lending Libraries In Primary Section	21	47	118	131	140
	Lending Libraries In Primary Section - Children Covered	3069	5623	15619	17316	17203
	Lending Libraries In Middle School	15	19	30	56	66
	Lending Libraries in Middle School - Children Covered	1201	3009	5046	7982	10117

## Contribution to Women's Empowerment

As an offshoot of our efforts to reach out to under-privileged children through education, Door Step School is able to empower a number of women who work as teachers and book fairies with us. These women are typically from the slums and communities around the DSS centers.

They are selected to be trained as teachers or book fairies based on their educational qualifications. If they did not come to us, they would be married early and probably join the legions of women doing domestic work to supplement family incomes.

With opportunities at Door Step school as teachers they get to pursue a socially respectable occupation and gain financial independence. We have seen these women being transformed to extremely confident and capable individuals. We are proud to say that we have 550 such women in our staff working for the education of children of the communities around them. One such example is listed here. There are many more!



*Chaya Sanas joined Door Step School as a book fairy in 1999. She had left school after passing her 8<sup>th</sup> standard exams. After working with us, she was motivated to pass her 10<sup>th</sup> standard exams. Chaya did not stop at that! She went on to complete her Bachelor of Arts in 2011, through a distance education program, handling her job in parallel. Today Chaya is a part of the training team of project 'Grow with Books'. A woman who never held a bicycle in her hand, now expertly drives a two wheeler on the busy roads of Pune. She has also learned to use computer for her documentation needs. She has been promoted to a Coordinator now and is an integral part of our Organization.*

## Expansion to other cities

Some of our Builder Partners have been approaching us to start the Educational Activity Centers at their sites outside Pune. We are happy to share that last year, we worked with VASCON builders and VASCON Murthy Foundation to help setup 2 centers outside Pune, one in Nashik in July 2010 and one in Solapur in December 2010. These centers are running successfully and reaching more than 200 children annually. This has once again proven our scalable and replicable model of implementation. We are currently exploring a Franchisee model for expansion within Pune and to cities outside Pune.

## Direct Education Programmes

During the year, we covered 10355 children through the 3 core direct education programs targeted at the 3-14 years age group.

- Pre-primary education (Balwadi), - 3-5 years
- Literacy Classes( Non Formal Education) 6-14 years
- Study Classes - for school going children

With the Right to Education Act coming into effect from 1<sup>st</sup> April 2010, it has become feasible to enroll children in municipal schools based on their approximate ages, without going through an eligibility test or producing birth/age certificates. We have therefore aligned our focus to enrolling as many children as possible into the Municipal schools and providing them support through after school study classes to bring them up to the expected levels of literacy.

Last year we enrolled **1043 children in Municipal schools as against 644** in the year 2009-10.

With more children being enrolled in mainstream schools, the need to provide them transportation has also increased. We are working on multiple approaches to address this need including requesting the government to support some funding for transportation. Some funding has been provided this year, which is a significant step.

We continue our efforts to improve our analysis of the vast amount of data we collect from all our sites. Last year, we had introduced "Migrated" and "Dropped Out" as two categories to differentiate between the children who leave us due to their parent's migration to new location and the children who simply do not attend our school in spite of being at the site. This helped us address both the situations using different methods. For dropped out children, our field staff makes sustained efforts to convince parents to send these children to school. Many times, our staff has to take extra efforts to help prepare these children to attend school. Efforts are also taken to enlist builder site personnel to help achieve this. Tracking of children who move from one DSS site to another DSS site, continued successfully this year. In addition, tracking of children who left us to go to their village or to a non-DSS site was also taken up this year.

Our day care centers and children attending day care centers continue to increase in leaps and bounds. The number of day care centers increased from 74 in 2009-10 to 91 in 2010-11 with a corresponding increase in the number of children using this facility. Started as a support activity, running a 'Crèche' has become a big part of our efforts to reach out to the siblings of school going children.

In 2010-2011, we continued to enlist builders to provide us financial help for the sites. In 2009-2010, we were successful in initiating financial support from builders by formalizing the MOU process with more than 50 % sites. In 2010-2011, we partnered with Vascon Murthy Foundation who was the first to give us full financial support for the centers we ran at the VASCON Builders construction sites. This got the ball rolling with Rohan Builders and Marvel Builders joining us with full financial support. We look forward to many more of our builder partners to come forward and join this movement.

We appreciate our builder partners who have come forward not only for financial assistance but also for taking more interest in providing better facilities, helping with parents meetings and conducting events and providing snacks to the children.

## **School Intervention Programmes**

Our school Intervention Programmes are grouped under a Project which we call "Project Grow with Books".

- Reading Class Program was initiated in the primary section of 10 schools as part of the school time table in 1999.
- After 11 years, covers more than 37000 children from 143 municipal schools in the Pune and Pimpri Chinchwad areas. We added 12 more schools in PMC limits to the list of schools covered between April 10 and March 2011.

In the second decade of the operation of this program, we continued the **"Sibling Pair"** and **"Parent Participation"** initiatives which we launched last year. Based on the earlier success of this activity in 4<sup>th</sup> standard, we extended the **"Reading comprehension"** initiative to the 2<sup>nd</sup> and 3<sup>rd</sup> Standards this year. : After the publication last year, we introduced the **"Picture Dictionary"** in all the classes this year and we are happy to report that it was very popular with the children!

As part of our efforts to continuously innovate, a few more initiatives that we launched during 2010-11 include:

- **Teacher at home:** To address the children who were below expected levels of reading, a sibling or a parent was encouraged to help in teaching the child with support from the Book Fairy.
- **Special planning for 1<sup>st</sup> standard:** Activity, story/ song based teaching to help the young children settle into school and stimulate their interest in learning.
- **Special Study Classes for 1<sup>st</sup> standards** – An experiment conducted in 4 schools for 3 months to improve the reading / writing abilities of the children at an early age. The key statistics for the year 2010-11 are presented in Table 2 and the programs are presented in detail in the following sections.

**Table 2: Activities at a Glance (2010-11)**

*\*Includes 445 children covered by the School on Wheels.*

Programs		Activities	Total No.	Number Of Beneficiaries
I. Direct Education (140 locations)	Literacy Programs	Pre-Primary Education(Balwadi)	133	4880
		Study Classes	122	2290
		Literacy Classes( NFE)	121	3185
		<b>Total*</b>		<b>10355</b>
	School Support Services	Day Care Center	91	2027
		Reading Room	91	524
		Age Certificates	35	377
		School Enrollment	97	1043
		School Transportation	88	1348
		External Examination Conducted By PMC	51	139
	Community Learning Centers	Community Based Libraries	4	238
		Reading Room	4	570
		Child to Child Libraries	11	474
		Computer Classes (At 2 Locations)	23	212
		Science Labs	8	163
II. School Intervention (143 Schools)	Project Grow With Books	Reading Classes Stds. 1 <sup>st</sup> To 4 <sup>th</sup>	143 Schools	37760
		Lending Library Stds. 2 <sup>nd</sup> To 4 <sup>th</sup>	140 Schools	17203
		Lending Library Stds. 5 <sup>th</sup> To 7 <sup>th</sup>	66 Schools	10117
		Publications	1 new story book Part 2 of our Barakhadi Series	
III. Training	Parivartan Training Centre	6 batches of New Staff Training (106 Trained)	29 batches of Refresher Trainings (120 trained)	

## I. DIRECT EDUCATION (Project Foundation)

Our Balwadis (pre primary education classes), after school Study classes for school going children and the Educational Activity Centers (EAC or literacy classes) constitute our "Direct Education" program. Table 3 shows the number of children and the locations covered under these three key activities during the year.

24% of the Total children who enrolled with us were enrolled for < 10 days. These are children of visitors or workers who are contracted for short periods at the construction sites.

During the year, a total of 140 sites were covered by our Direct Education Program targeting an estimated 8100 children at these sites. It is encouraging to note that we were able to reach and enroll 7830 (96%) of the children at the sites into various classes. An estimated 4% of the children still remain out of school due to various reasons and we will continue to study and address this gap.

**Table 3: Enrolment of Children in Direct Education Programs**

Programme	Location Type	Children enrolled through the year
Pre-primary Education (Balwadi)	Urban Slum / Pavement dwellers	255
	Building / Road Construction Sites	4625
	<b>Total</b>	<b>4880</b>
Literacy (NFE) Classes	Urban Slum / Pavement dwellers	80
	Building / Road Construction Sites	3105
	<b>Total</b>	<b>3185</b>
Study Classes	Urban Slum / Pavement dwellers	522
	Building / Road Construction Sites	1768
	<b>Total</b>	<b>2290</b>
<b>Grand Total</b>		<b>10355</b>

### Pre Primary Education Centers (Balwadis), 3-6 Year Age Group

The Balwadis (Kindergarten schools) are a very important for our work as it gives us a chance to prepare the children for school at an early age, improving their chance of performing well later on. The objective is to motivate children early on to start and continue school as well as to prepare the child and its parents for education and discipline in school ways.

Our Pre-primary teachers use a system of specialised projects, where the child is taken through topics like "trees", "flowers" etc, one topic every month. Last year, we streamlined our Pre-primary classes schedule and came up with a month wise calendar of topics which is now followed uniformly at all our Pre-primary centers.

### Educational Activity Centers -EAC (Literacy Classes): (6-14 Years)

Generally, all our classes are held in labour camps or at construction sites where a location, a tin shed or a room, is provided by the builder. But when such a facility is not available (mostly due to the delay in procedure but sometimes due to non cooperation) we start our classes in School on Wheels. This is the most important use of School on Wheels facility for Pune project.

#### EAC (Literacy classes) – Performance level and attendance

Based on our experience we have worked out the number of days required for achieving a particular level while learning to read and write. We regularly analyse the performance and attendance data to see how our children are faring.

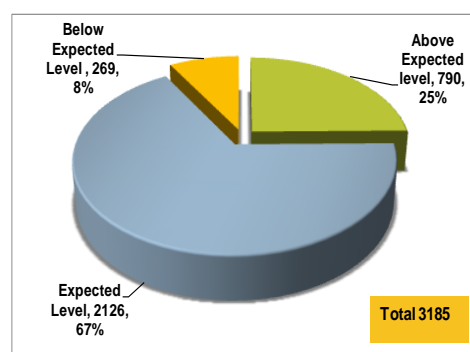
##### EXPECTED LEVELS based on ATTENDANCE

1 TO 50 DAYS = ALPHABATES COMPLETE

51 TO 90 DAYS = MATRAS COMPLETE

91 TO 120 DAYS = COMPOSITE LETTER

We can see from Figure 1 that 92% of children are either at the expected levels or above the expected levels of literacy. This data also includes children who have migrated or dropped out.



**Figure 1: Performance of EAC (Literacy class children)**

### Study Classes (School going children)

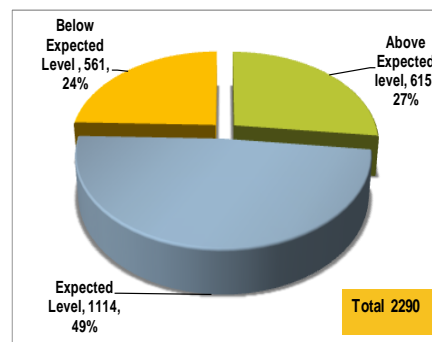
Study classes cater to the school going children and are specially meant for children of Std. I and II who need extra inputs to cope with their regular studies being the first generation learners in their families.

This year, as an outcome of the RTE, we are directly enrolling children into school in the standards appropriate to their ages. All of these children then attend our study classes where we impart the basic literacy skills and help them to cope with the learning levels at school.

#### Study Classes – Performance Level and attendance

The performance of the study class children is actually measured by their performance in the reading ability tests that we conduct in schools. However, we also analyze their performance based on attendance as we do for our EAC(Literacy Classes).

We can see from Figure 2 that 76% children are at or above the expected levels. 24% of children are below expected levels. We see an increase over last year, as we are directly enrolling children in schools without their attending our literacy programs.



**Figure 2: Performance of Study class children**

We are seeing the impact of our study classes on children attending mainstream schools in several different ways.

- A. Many of the children in the first 3 ranks in annual exams at schools are DSS students attending study classes. E.g. Range Hills School, Wakad School No 57. More than 35 children have obtained 'A' grades in their final exams!
- B. 19 of our children have cleared the scholarship exams conducted by the Government of Maharashtra.
- C. 3 of our children were given the best student of the year award in their respective schools and several children won reading, essay writing and sports competitions in their schools.
- D. The state government conducts a test for all 2nd Standard students and students who score more than 75% in these tests are enrolled into 3rd standard in special schools called "Vidya Niketans" run by Pune Municipal Corporation. These schools are meant for good students from classes III to VIII. School uniforms and transport is provided free of cost for these children. **18** children of Door Step School children were selected to join Vidya Niketan last year compared to 12 in the previous year.
- E. The children who attend our study classes generally do well in schools. This has been acknowledged by the teachers as well.

Children Scoring A Grade	38
Children in 1st 3 Ranks	5
Scholarship Students	19
Children admitted to Vidyaniketan	18
Special Achievements in Schools	11

### Direct Education – Addressing key barriers

Due to the inherent nature of the construction business, families migrate from one site to another or to other cities. The children are also forced to discontinue their schooling due to the movement. We have been making several attempts over the years to address the issue of children discontinuing their education.

Last year, we had introduced "Migrated" and "Dropped Out" as two categories to differentiate between the children who leave us due to their parent's migration to new location and the children who simply do not attend our school in spite of being at the site. This helped us address both the situations using different methods. We present below some of the practical difficulties that we face towards meeting this goal and the measures in place to address them.

Problem/ Issue	Socio Economic Reasons	Addressed by
Children Who Drop out	1. Household chores 2. Baby Sitting	1. Convincing parents , preparing the children for school where parents do not have the time, builders intervention to convince them of the need to have children in a safe place at the site 2. Crèche facility at construction site for siblings
Children who migrate	1. Migration of parents to new sites	1. Teaching children to call DSS staff from the new sites. This has been fairly successful and may children call us and take help to get re-enrolled at the nearby schools.

	2. Relocation of parents to hometowns	<p>2. Distribution of "My Books", a comprehensive diary of the child's personal information and performance at the school he last attended. This helps the children enrol at the new site quickly.</p> <p>3. Parents meetings to inform them of how they can ensure continuity of education when they migrate.</p> <p>4. Tracking of children by our teachers/ staff. Our teachers call the numbers provided by the children and help them get re-enrolled at the new locations. Many families have moved back to the city to continue their child's education.</p>
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This year we have made changes to "My Book" to make it a more comprehensive card which includes the child's level of learning, school enrolment details and the Phone numbers of our co-ordinators.

Our efforts to track migrant children by our teachers were fairly successful this year. We were able to reach 352 children, against 156 last year, 91% of whom re-enrolled with our assistance.

Program	Children Tracked down		Percentage Re-enrolled
	Did not re-enroll	Re-Enrolled	
Pre-primary Classes	2	24	92%
EAC ( Literacy Classes)	13	39	75%
Study Classes	18	256	93%
<b>Grand Total</b>	<b>33</b>	<b>319</b>	<b>91%</b>

### Addressing Transient Children

Last year we observed that there are a significant number of children who attend our programs for less than 5 days and also quite a few who attend for less than 10 days. When these children join, we have no way of knowing that they would be leaving in a short time. Our analysis show that these children are typically children of transient labourers brought into the construction sites for specific jobs or guests of the construction site workers.

Some of these children are also part of the population who should be attending schools and they are significant in number .We do not neglect them from statistics as they do need attention, but we have not yet found a way to address this group of children.

Program	Attendance		Total
	< 5 days	< 10 days	
Pre-primary Classes	766	433	1199
EAC (Literacy Classes)	698	377	1075
Study Classes	148	103	251
<b>Grand Total</b>	<b>1612</b>	<b>913</b>	<b>2525</b>

## **II. DIRECT EDUCATION – SUPPORT SERVICES**

### **Day Care Centres for Children below 3**

The day care facility was mainly started to take care of the younger siblings of the EAC (Literacy Class) students. Whenever possible, we arrange for a separate room or at least a wall between the class and the Day Care Center. As the children are with us for such a short time, it is important that the learning happens as efficiently as possible and without too much distracting noise from siblings. Even if we cannot provide a separate facility, we still have a separate teacher to take care of the children.

Due to an increase in the number of day care centers from 20 in 2007-08 to 91 in 2010-11, and the corresponding increase in the number of children, we continue to give special focus to how we run our day care centers. Earlier, these children were accommodated as part of our pre-primary classes (Balwadis). Now we treat Day Care Centers as separate entities with their own special needs. Last year we focused on improving the facilities by providing specially designed Jolis for the babies and infants. We have been speaking with the builders to create additional facilities for the day care centers at the sites. We have seen some success last year, with builders providing more assistance and some of them even providing their own staff to assist us in the day care centers.

This year we plan to conduct focused training programs for Crèche workers through our in-house training center 'Parivartan'.

### **School Enrolment**

A total of 1043 children were enrolled in municipal schools this year, a **62 %** increase from last year. This is primarily due to relaxation in eligibility criteria for admissions which has come into effect with the Right to Education Act 2010.

We now directly help enrol out of school children into mainstream schools when we start a center and support them through our after school study classes at the construction sites.

### **School Transport Facilities**

Making provision for school transport for children is an essential supportive service. Transport is needed for bringing the children to municipal schools as well as for collecting them from different construction sites to one location for conducting classes.

This year, we have used our School on Wheels bus, a Tempo Traveller, and one van for school transport. Additionally, we hired several auto rickshaws, which is the most common form of school transport in Pune. This year 1200 children used the facility from 72 locations.

Since we are now able to enrol children into schools directly, special focus needs to be given to supporting them with transport. Since most of the construction sites are at new or developing areas of the city, where Public Transport infrastructure is not available, providing transport becomes particularly essential. We have started a multi pronged approach to this problem, convincing parents to escort children to schools, wherever they are at walking distances. In parallel, we have approached the Government of

Maharashtra to fund some of the transport facilities that we provide to the children. Last year, we were able to obtain some aid from the Government. We hope to see an increase in the funding for this key support service in the coming year.

### **School on Wheels**

School on Wheels is a bus designed in form of a mobile classroom. Generally, all our classes are held in labor camps or at construction sites where a location, a tin shed or a room, is provided by the builder. But when such a facility is not available (mostly due to the delay in procedure but sometimes due to non cooperation) we start our classes in School on Wheels. This is the most important use of School on Wheels facility for Pune project.

Last year, we started working in new areas like Kondhwa and Sus Village where there are a number of small construction sites where classrooms cannot be setup. The "School on Wheels" has helped us to address the needs of children at these construction sites. The School on Wheels also addressed children of migrant artisans who sell their wares along the roadside at Wakad and the children at a small slum pocket in Parge Nagar.

During the year, the "School on Wheels" bus was used at 14 locations covering 489 children enrolled in our Direct Education Programs. The bus was also used for transporting more than 800 children during our Annual Picnic days.

### **Age Certificates and External Exams**

Most of the children from the construction and slum sites do not possess birth certificates or other official identification such as age certificates. Although an age certificate does not have to be presented during admission to municipal schools, it is required along the way. One must also have an age certificate to get a rationing card from the PMC. Furthermore, the certificate is valid in other states in case the children's families migrate, which happens regularly. In response to this, we had made it a policy to obtain age certificates for all of our EAC and Balwadi children above the age of three.

PMC holds external examinations for Standards I to VII every year for the children who do not attend regular school. The PMC gives the mark list and certificate of passing to successful students. It was our practice to help our EAC students to take the examination approximate to their level of learning. Successful students were subsequently admitted to school in the month of June.

With the right to education act coming into effect, age certificates are no longer a requirement for school enrolment across India and therefore, we have discontinued this activity in the year 2010. Similarly, external exams are no longer criteria for eligibility to be enrolled into school. We therefore do not put our children through these exams anymore.

### **Math and Science Activities**

Quest is a science and math activity center for children founded by Mrs. Malati Kelkar. At Quest children get hands on experience of conducting simple experiments covering the syllabus they follow in schools. DSS organizes visits in groups of 8-10 children to Quest, once a week regularly for a two-hour session per visit. In 2010-2011,

approximately 163 children from 8 different locations enjoyed attending Quest once a week.

On Sunday, 20th February 2011, Quest had organized a Science Exhibition on the occasion of World Science Day. This exhibition displayed the various Science and Maths projects made by school going children and was open to the public. Children from the various Door Step School locations put up the following exhibits at the exhibition:

Center Name	No. of Children	Experiment
Shivaji Housing Centre	6	1. Simple Machinery like scissor, knife, nails etc. 2. How to calculate area
Range Hills	2	Learning multiplication tables with the help of ropes.
Mont Vert 2	6	Solar System
Anand Park	9	How the food chain works and its importance.
Celista	9	Separation of different types of substances like iron, wood, sand etc.
DRDO	4	How electronic circuits work.
Venezia 2	2	Different medicinal plants and their uses.

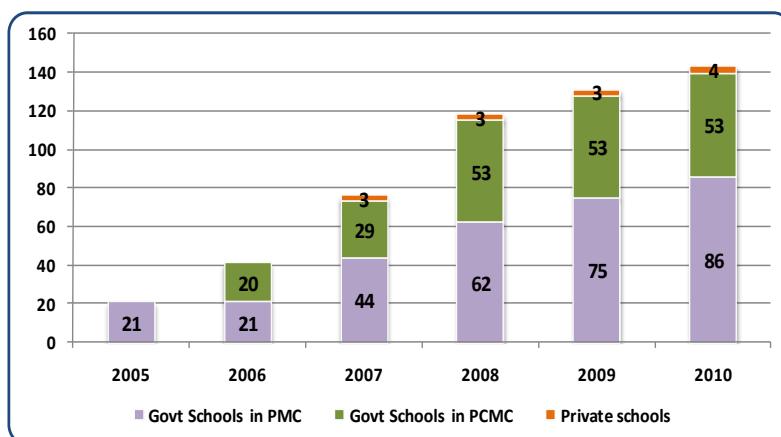
### III. SCHOOL INTERVENTION (Project Grow with Books)

While our direct Education programs target children of the Construction sites and communities with the goal of enrolment in schools, we also continue supporting the school going children through our "School Intervention" Program. The following sections describe how this program evolved and how it currently benefits the school going children.

- The Reading Class Program was started in 1999 covering 10 Pune Municipal Corporation (PMC) primary schools to provide children an opportunity to the children studying in public schools to hone their reading skills.
- These classes provide access to a wide variety of books other than the text books to children in public schools.
- Home Lending library for primary section was introduced in 2000 in the schools where we were working
- Home Lending library for the middle school (standards 5<sup>th</sup> to 7<sup>th</sup>) was introduced in 2004 after a continuous demand from the children. It is started for schools which are housed in the same building.

We also grouped the three (Reading Class and Lending Library in primary and middle schools) programs together under the '**Grow with Books**' program).

This program has expanded considerably over the 11 years since inception and the statistics for the last 6 years are presented in the graph below.



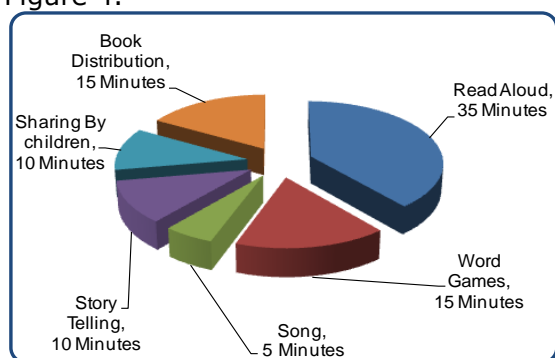
**Figure 3: "Grow with Books" – the last 6 years**

During the year 2010-11, we covered 47,338 children (Std. I to VII) under the '**Grow with Books**' Program

### Reading Class Program

In 1999, this program was started in 10 PMC schools. It was extended to Pimpri Chinchwad Municipal Corporation (PCMC) schools in 2006. The Reading class program is conducted in the Marathi as well as Urdu medium schools. In Urdu medium schools our program covers children from Stds. III to VI while in Marathi medium schools it is conducted from Stds. I to IV.

At all schools, each standard is allotted one Reading class per week. The activities of the class are conducted by one or two Book-fairies, (the field level workers of the program) from Door Step School. The class teacher is usually present in the classroom; a few of them even participate in the activities. Each class and hence every student receives 90 minutes of supervised reading and related activities every week as per the chart in Figure 4.



**Figure 4: Activities in 90-minute session**

The Book Fairy usually carries a set of books with her for a Reading Class. The number of books depends on the class strength (it is at least 1 ½ times the class strength). The books are selected according to the reading levels of children in that class.

This year we covered 37,760 children from 143 schools under the Reading Class program (Std. I to IV).

**Table 4: Schools and Number of Children**

	Local Government Schools	Private Schools	Total
Schools	139	4	143
Children	36633	1127	37760

**Table 5: Distribution of Students Standard Wise**

Standard	I*	II	III	IV	Total
Number of classes	210	226	227	220	883
Number of students	8900	10090	9533	9237	37760

\* The numbers in this table include classes in the Urdu medium schools, but classes of Std. III are reflected in the Std. I column, as that is the level of the children in Marathi. In Urdu medium schools, Marathi is introduced in Std. III as a second language.

### Reading Sessions and Stock of Books:

In every session, the actual reading time is about 30 to 35 minutes. Children who are good at reading help others to read books. Not many children can finish a book during that time. Hence we allow them to take the books home if they want to do so. And as we see from the figures of lending library membership, we realize that many children do want to take books home.

The stock of books currently available with the 'Grow with Books' program is shown in Table 6. Pictorial books are given only to the 1<sup>st</sup> standard students for the first term only. **Out of the 35 titles of story books without composite letter words, 19 are written and published by Door Step School.**

**Table.6: Stock of Level- Appropriate Books for Children**

Book type	No. Of titles	Book stock from last year	Book purchased	Total book stock	Books lost/damaged	Stock carried to next year
Pictorial	26	2363	140	2503	33	2470
Elementary (books with alphabets and Matras)	44	31026	1340	32366	437	31929
Books without Composite letter Words	35	17289	586	17875	885	16990
Books with Composite Letters	2604	59169	10485	69654	7505	62149
<b>Total</b>	<b>2709</b>	<b>109847</b>	<b>12551</b>	<b>122398</b>	<b>8860</b>	<b>113538</b>

### Reading Ability Test

We conduct two reading ability tests in an academic year to assess the reading ability of the students. One test is conducted at the beginning of the academic year i.e. in July whereas the other is conducted at the end of the year in the month of March. The test is designed to evaluate the children for their reading ability.

The results of these tests also help us to

- a) Identify that the book given to the child is as per his/her reading level and to distribute books to the children as per their reading levels
- b) To know the changes we need to make to our book stock so that it suffices the needs of the children properly.

**Table 7: Comparison between the Two Reading Ability Tests in a Year  
(Figures are in percentage)**

Reading Level	1st		2nd		3rd		4th	
	Jul-10	Mar-11	Jul-10	Mar-11	Jul-10	Mar-11	Jul-10	Mar-11
Below expected	Exempted	93%	85%	68%	64%	60%	68%	57%
As or above expected		7%	15%	32%	36%	40%	32%	43%

The above table shows the children who are at the standard appropriate level of reading and those below it. If we go by the prescribed text books the children are expected to learn all alphabets and Matras and a few composite letter words by the end of the 1st year of schooling itself, but we can see that 93% of them are still lagging. The children of 2<sup>nd</sup> standard show a dramatic progress. Where initially only 15% children were in the expected level, by year end 32% children could attain standard appropriate of reading skills.

It can be clearly seen that children who are moving on to middle school are also falling behind in their reading skills. It is expected that children of 4<sup>th</sup> standard should be honing their comprehension skills but here we see that not even 50% of the children can read as per prescribed level.

These results have prompted us to work more with the children of 1<sup>st</sup> and 2<sup>nd</sup> standard and re-orient the reading classes for standards III and IV towards improving comprehension skills. Our initiatives launched last year targeted towards these aspects are listed below:

### **New Initiatives/ Experimental Projects**

#### **i. Teacher at Home**

In this program we decided to enlist the help of either an older sibling or a parent in enhancing the reading/writing skill of the child. The goal was that the child should be able to read all the alphabets and matras. The 'Teacher at Home' was given directions on how and what to teach the child. The book fairies did a regular follow up of the children and recorded their progress. The children selected were unable to read all the alphabets. However at the end of the year 19% of them progressed where they could read stories without composite letters whereas 51% of them had progressed to the level of 'Alphabets complete and learning Matras'.

#### **ii. Comprehension Passages**

Going by the success of this initiative for standard IV last year, we extended this activity to standards 2<sup>nd</sup> and 3<sup>rd</sup>. However these children were asked to answer all the comprehension questions orally. As in the last year, children securing full marks went up from 24% in the beginning to 79% at the end of the year.

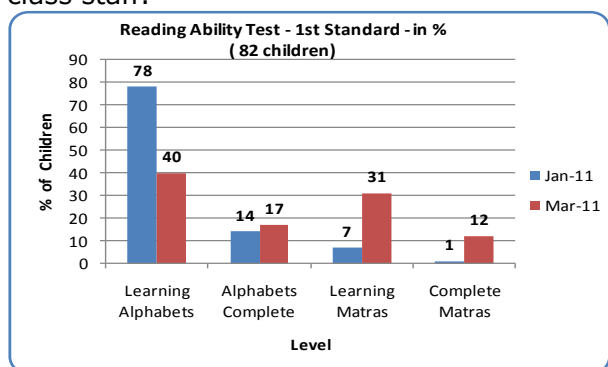
#### **iii. Activities for Improvement in reading the Composite Letters/ Words**

Time and again we have observed that children face difficulties while learning composite letters and words. We decided to work on this in two ways:

- With the help of work books: The target group was given a specific work book which helps them to learn and practice writing composite letters and words. The book fairies taught these children the composite letters with the help of this book. They also helped these children in pronouncing these words properly.
- With the help of Composite letter/word books: Here the composite letters were divided into 8 groups. The book fairy taught one composite letter to the child and then asked him/her to practice the pages from that book, which had that particular composite letter. Once the child felt that he/she was well versed with the letter he would come up to the book fairy. The book fairy would then test the child with words, sentences, passages that have the composite letter practiced. If the child was successful in the attempt, he/she was awarded with a star stamp on the hand. 29% of the children who participated were able to complete all the 8 types of composite letters.

#### iv. Special Classes for Standard I

As an experiment in improving reading skills, we conducted special classes from 3<sup>rd</sup> January 2011 to 31<sup>st</sup> March 2011 at 3 Corporation Schools. We conducted the classes for 82 children from Standard 1, for one hour everyday and taught the children to read the alphabet and matras. The actual class was conducted by the trained teachers of the EAC branch of Door Step School, while the entire activity was coordinated by the reading class staff.



The children were administered reading ability tests before and after the special classes and the results are shown in the graph below.

As we can see, 22% of the children were at levels 2, 3 and 4 before the special coaching classes, while **60% of the children were at these levels after the coaching classes!**

#### Impact of Reading Classes

Exposing children to a variety of books not only generates their interest in reading but also increases their reading ability. The supervised reading taken by our book fairies also helps the kids to get bolder. They are also encouraged to participate in various competitions like story-telling, reading conducted by us. The winners are also given prizes. Common experience while running the library is losing or damaging books, but we found that the percentage of lost and damaged books is just 4-5%.

#### Impact as observed by the teachers

- Attention span of the children has increased and they have started reading for a longer period of time.
- Children are more enthusiastic in their regular classes as their reading ability improves
- Their reading speed has improved.
- Children from higher standards have started asking for specific books, sometimes reference books for their projects.

### In the children's words:

Children are always the best critics hence it has always been our practice to get some feedback from the children so that we can address any gaps.

*Swapnali Kadam of 7<sup>th</sup> standard says "When I become older I will start library in villages where a lot of girls are illiterate. I will teach them to read books and make their parents feel proud of them. This library will be free; this will also make my parents proud of me".*

*Akshay Shedge of 7<sup>th</sup> standard says "The book fairy always teaches us how to use books, how to handle them, how to make use of them for activities like projects. I really wish that this program runs in all the government schools for 1000 years more." He made a very thoughtful comment "I feel that if people had not discriminated between each other, the bomb blast in Pune may never have happened. We should all read books written by great personalities as they all teach us to fight against injustice."*

*Pooja Jadhav of 6<sup>th</sup> standard says "The books teach us moral values and real meaning of life. I read a story 'Nisargamata' which taught me that we need to save and conserve our earth, water, forests and other resources because they will help us have a successful and happy future."*

*Akshay Ilande says "After reading books on bravery, wittiness and great personalities I feel that I should do something brave too. It is still my wish and I try to keep it alive by reading more and more such books."*

*Children also comment that books have helped them in improving their language, pronunciation, vocabulary. Padam Vishwakarma has written complete information on the scientist Galileo. He has also made a sketch of him from the book. A group from Shastrinagar school no.128 has made a project on 'Women Saints' from a book given to them from our library.*

Apart from the school children this program also helps women empowerment. The book fairies and also some of our middle management women have come from a background where the families are still reluctant to let the women of the house go out and work. Hence the testimonials below hold a huge weight:

*Suchita Hulawale a book fairy says "Not having a father always made me feel insecure. I was never able to speak out in public. What my mother alone could do? What would be my life like? But the job in Door Step School has changed this outlook completely. I feel more confident of myself. I have learned not to underestimate myself. Working with the children has also helped me in lessening my tensions and burdens."*

*Book fairies also say that this program helps them to keep in touch with quality reading, writing and innovative thinking. The trainings also help us in handling our children and also help us to help them in their academics. Some of these book fairies had not set foot alone outside their houses, but after working with us they can now move about independently with local transport. For some this job has also taught them practical things like Banking formalities, conversational etiquettes etc.*

*Priyanka Pansare says "I always wanted to be a teacher as people give a lot of respect to teachers. But due to financial limitations I could not fulfill my dream. After working with Door Step School as a book fairy I see the same respect in the eyes of the children as a teacher would get. Their parents also show us a lot of respect. Taking up a job has taught me time management and setting of priorities."*

### Home Lending Program

Home lending in primary schools started in 1999 as a part of Reading Class activity itself. This activity is run for standards 1<sup>st</sup> to 7<sup>th</sup>. In case of the primary section i.e. Std 1<sup>st</sup> to 4<sup>th</sup>, it is run as a part of the reading class session. After the reading class session 30 minutes are allotted for this activity. Each child can take a book to read at home. Children who are in the level of 'Alphabets and matras complete' are given these books.

The book is of his/her choice. The child returns the book in the next session. The book fairy keeps a record of these books.

**Table 8: Home Lending Record of Last 5 Years for Std. II – IV**

Year Standard	2006-07	2007-08	2008-09	2009-10	2010-11
II	841	796	3250	4581	4585
III	1138	2350	5978	6083	5601
IV	1090	2447	6391	6652	6428
<b>Total</b>	<b>3069</b>	<b>5623</b>	<b>15619</b>	<b>17316</b>	<b>16614</b>
<b>Percentage</b>	<b>82%</b>	<b>73%<sup>#</sup></b>	<b>92%</b>	<b>93%</b>	<b>97%</b>

*# The percentage of readers in 2007-08 reduced because we faced certain difficulties in implementation.*

This year we conducted this program in all the 143 schools and 97% of the children have read books, 15 books on an average.

### Home Lending for Stds. V to VII.

This library for the high school children was started entirely due to the demand of the children and the willingness of the school officials. The program was started in 2002 in a school solely on trial basis. Initially it was started in 4 schools, since then the response has been so overwhelming that we expanded to more schools.

**Table 9: Increase in Number of Readers for Last 5 Years**

Year & No. of schools covered Standard	2006-07 (15)	2007-08 (19)	2008-09 (30)	2009-10 (56)	2010-11 (66)
V	1197	1081	1818	2848	3458
VI	995	1087	1636	2659	3135
VII	817	947	1592	2475	2985
<b>Total Readers</b>	<b>3009</b> (97%)	<b>3115</b> (83%)	<b>5046</b> (98%)	<b>7982</b> (94%)	<b>9578</b> (95%)
<b>Total Students</b>	<b>3109</b>	<b>3734</b>	<b>5144</b>	<b>8467</b>	<b>10117</b>

The impact of this program has been good. We find children asking for a variety of books. Children use the library as a reference library to help them in their academics as well as school projects. A majority of the children have read 17-18 books.

### Publications

When we started Door Step School, we had no idea that we will ever publish books. But we did! We did it first in 2002 with a set of 8 books for the beginners. The paucity of books in Marathi for graded learning and the books which have big bold type, lot of reading material, easy every day use language and reasonable price is rather scarce. When we started the Reading Classes under 'Project Grow with Books' in 1999, we started buying books in large quantities. We also gained firsthand knowledge of the needs of children based on their reading abilities and the difficulty in getting the right type of books. This led us to publish books ourselves. We have since published more than 30 different books: story-books and books for learning to read. *\*Please refer to the list of publications in Appendix 1.*

## IV. COMMUNITY LEARNING CENTERS

Door Step School currently runs two Community Learning Centers. In 2002, we started the Dada Paranjpe Abhyasika in Dattawadi. Then in August 2003 we started the Bapusaheb Chowgule Center in the Shivaji Housing Society near Senapati Bapat Road.

Community Learning Centers provide an umbrella location for addressing different literacy needs of the Communities in their proximity. As we see from Table 10 Community learning Centers provide Direct Education services along with day care centers. In addition, these centers provide an entirely new set of services such as Reading Room, Community library for children and adults and a computer Center. Unlike the direct education programs, community library, reading room and computer classes mainly target children from middle and secondary schools. In 2007 we started a facility to conduct simple experiments to learn the basics of science learnt in schools. This facility is available in the Dattawadi Center.

**Table 10: Activities at the two Community Learning Centers**

Program	Activities	No. Of Children/ Beneficiaries	No. of locations from
<b>Direct Education</b>	Balwadi	36	16
	Study classes in Communities	401	
<b>Support Services</b>	Age Certificates	15	
	School Enrolment	36	
	Transportation	To Schools	
		To Quest	
<b>CLC Services</b>	Reading Room	570	24
	Community Based Childrens Library	In Learning Center	23
		In Community	
	Adult Library	13	6
	Computer Classes	212	14
	Science Practicals	55	14
	Science and Math Classes( Quest)	31	

We have described our Direct Education Activities earlier and covered statistics relevant to them in Community Learning Centers in Table 10. The following paragraphs describe the other activities at the Community learning Centers in detail.

### Reading Room

Our reading rooms are for children of Standards I through X from the communities, who need a place where they can sit undisturbed and focus on their studies. Most volunteers, who come to teach, do so with the reading room children, holding sessions typically in English or sciences on a daily or weekly basis.

In the year 2008, we started a reading room facility in a construction labour camp, DRDO, due to the demand of the children who had grown too old for our study classes. Since then we have extended this service to 31 other construction sites. During the year 2010-11, 570 children availed our reading room facilities.

### Community based Children's Libraries

The main objective in starting Community Libraries as one of the major programs was to improve the reading skills of children by providing easy access to a variety of reading material.

In community libraries, children come from different places, which are often two to four kilometres away from our centers. It is not possible for these children to come to exchange the books every day. In response to this we started a few small branches of our libraries in the communities near Dattawadi and the Shivaji Housing Society in January 2008. A student who has benefited from our study center is appointed to look after the community library. He carries a bag of 50 books to his house and exchanges them every month. We call these "child to child" Libraries.

Some parents of our children expressed a desire to avail the Library facilities at our Dattawadi Center. We have expanded the Dattawadi Center library to cater to the adult readers in the community. Last year 13 persons availed this facility, which we call "Adult Library". Though this is not our focus, we will continue to extend this facility as long as there is a need.

### Computer Classes

DSS runs two computer centers, one at Dattawadi and another at Shivaji Housing Society community learning Centers. DSS has evolved its own computer literacy curriculum. It includes familiarization with MS Word, MS excel, Paint, preparing power point presentation and using the internet along with basic knowledge of hardware. In the year 2010-11, a total of 212 children enrolled at the centers. Those completing the course are furnished with a completion certificate.

The syllabus has been customized separately for 3 groups, standard 5<sup>th</sup> -6<sup>th</sup>, 7<sup>th</sup> - 10<sup>th</sup> and 10<sup>th</sup> standard upwards. The curriculum for 10<sup>th</sup> standard upwards is equivalent to MS-CIT (Maharashtra State - Certificate in IT). The computer classes for standards 5<sup>th</sup> to 10<sup>th</sup> are run with a very nominal fee and similar computer training is not available for kids of this age group. Hence there is a good demand for this training.

This year, children who attend our computer classes have been taught to type in English. For example, they were asked to type - asdf;lkj and awer;oiu - to improve their typing skills. They were also taught about Dialogue writing using Auto shapes and text boxes.

**Table 11: Standard-wise distribution of students enrolled in computer classes**

Standard	Batch		Total
	Morning	Evening	
1 <sup>st</sup> to 4 <sup>th</sup>	33	20	53
5 <sup>th</sup>	16	28	44
6 <sup>th</sup>	10	37	47
7 <sup>th</sup>	7	13	20
8 <sup>th</sup>	6	14	20
9 <sup>th</sup>	1	3	4
10 <sup>th</sup>	2	0	2
Others	19	3	22
<b>Total</b>	<b>94</b>	<b>118</b>	<b>212</b>

## Science Practical

Children utilising the Community Learning Centers usually visit the Science and math activities at Quest once a week. It was not always possible for our children at Dattawadi to attend Quest regularly as it was 12 to 13 Km away. Fortunately, due to private donations and a volunteer who was willing to come once a week we were able to start an alternative **science practicals** program in August 2007 at our Dattawadi Community Learning Center. As part of this program the children conduct simple experiments to learn the basics of science taught in their classes at school.

This year, the science practicals were started from 8<sup>th</sup> September. 55 students have attended the practicals from April 2010 to March 2011.

## Other Activities

Apart from this, the Community Learning Centers have become the platform for a variety of additional educational activities for the children. Most volunteers, who come to teach, do so at with the reference library children, holding sessions in typically in English or sciences on a daily or weekly basis. Furthermore, trips and picnics are arranged to parks, cultural heritage sites and other places of interest around the city. These have included regular visits to Quest, a science laboratory for school children, as well as to Peshwe Park, a park that exhibits technological instruments and methods for obtaining sustainable energy.

While the focus remains on Education, we also organize some entertainment and fun events for the children on special occasions like Independence Day, Diwali and Christmas. A summary of the other activities at the Community Learning Centers is given below:

Activity	Number of children
English Classes	20
Drawing, painting and songs	31
Puzzle & Origami	27
Visit to Mahatma Phule Wada	22
Diwali Party	290
Picnic at Katraj Park	59
Christmas party	132
Craft activity	20
Picnic at Sambhaji Park	92
Craft activity & Puppet show	70

## V. TRAINING CENTER

The Door Step School Training Centre in Pune was started in late 2007 and came to be known as “**Parivartan Training Centre**”. The Training Center conducts 2 types of training – New teachers training and Refresher trainings for Teachers, co-ordinators and supervisors. In 2008, we were approached by authorities of **Mahatma Phule Shikshan Hami Yojana- MPSHY**, an education guarantee scheme of the Government of Maharashtra to extend our teachers training to other NGOs supported by MPSHY. A Total of 138 teachers from 12 fellow organizations & 15 teachers from MPSHY supported NGOs were trained by Door Step School during 2008-2010.

During the Year 2010-11, a total of 6 core trainings were conducted and 106 persons were trained covering 94 teachers and 12 supervisors.

**Table 12: Total Trainings and Numbers Trained**

Training Type	07-08	08-09	09-10	10-11	Grand Total	Total Trainees
Balwadi			1		1	20
Supervisor Training		2		1	3	59
Teachers Training	4	7	5	5	21	448
Teachers Training (Mahatma Phule)		3	2		5	138
<b>Grand Total</b>	<b>4</b>	<b>12</b>	<b>8</b>	<b>6</b>	<b>30</b>	<b>665</b>

*Note: Data for 07-08 is from August 07 when the program commenced.*

### Refresher Trainings

Starting January 2010, refresher trainings for co-ordinators and supervisors of our Project Foundation have been added to the overall program of the training center. These trainings were being conducted twice a month. As part of our continuous improvement process, we studied the impact of conducting the refresher training twice a month. Since October 2010 the trainings are being conducted only once a month, for all Supervisors and Co-ordinators to ensure minimal impact on Field activities

During the Year 2010-11, a total of 29 refresher trainings were conducted and an average of 24 persons were trained in each session.

**Table 13: Refresher Trainings**

Training Type	07-08	08-09	09-10	10-11	Total	Average Trainees/ Session
Co-ordinators		1	8	5	14	16
Grow with Books			4	7	11	20
Supervisors		3	8	6	17	18
Teachers			2	6	8	36
Co-ordinators / Supervisors				5	5	30
<b>Grand Total</b>		<b>4</b>	<b>22</b>	<b>29</b>	<b>55</b>	<b>120 (overlapped)</b>

**Event - Khel Mandiyala:** Children learn best when they are allowed to explore on their own. With the goal to introduce the teachers/supervisors/coordinators and parents to

this way of imparting practical knowledge to the children, an exhibition “Khel Mandiyala” was held in the Parivartan training center in the month of August 2010.

For the children, various experiments and games were laid out which they were free to try for themselves. Some examples include:

- Measuring gravel with various measuring instruments.
- Sounds – “Vajyun Tar Paha” – various instruments were laid out and children were asked to test out the sounds that each one made.
- Free Play – Art and craft instruments were provided along with homemade brushes and paints etc.
- Dance and Music, Cake decoration, Doll House along with costumes to try out
- “Antharlele Pustakalay” – a cozy nook to lie down and read a book.

**Training Center Integrated Cluster:** This year, we started an initiative to attach a cluster (10 construction sites) to our training center. The trainers and trainees use this cluster for field training and also as an observation group for studying impact and effectiveness of the training programs. The attached cluster also acts as an “Incubation Center” for new initiatives. Center Planning guidelines, rotation of teachers within the classes (EAC, Balwadi) etc. are few examples of new modules and initiatives launched this year, through this experimental cluster.

**Project Method of Teaching:** We were earlier using the concept of “Projects” to teach children of our Balwadis. We have now introduced this as a teaching method to all the programs and revamped the list of Project topics to be covered. We are seeing a positive impact on the children who learn faster by observation and doing rather than book learning.

**Training Impact:** The impact of the trainings on our staff can be gauged from their feedback and our observations, some of which are listed below:

- During our Annual Evaluation Presentations, one of our field coordinators expressed that the creativity in terms of teaching aids, teaching material and teaching methods seen in the classes is only because of the training received through Parivartan.
- After our refresher training sessions for the coordinators and supervisors on “Observation” and “Handling feedback”, we have observed better rapport between teachers and managing staff.
- We conducted a session for coordinators and supervisors of Project Foundation on “Creative Writing”. Several interesting pieces of creative writing emerged which were displayed during our internal presentation. This module is also planned to be included in the teachers training to help them encourage creative writing in the children.
- We have received feedback that all our staff who participated in the training on “Age appropriate stories ,songs, play and creative activities” have started looking at these activities as not being merely to keep children engaged, but to encourage age appropriate development.

The training has also provided other qualitative benefits for the teachers such as

- Increase in self confidence of the teachers
- Increase in their ability to guide their own kids in study
- Many are motivated and pursue higher education

- Create employment among women, who otherwise will not have gotten the opportunity
- Improve status of the women in their society and empower them

We can also say that the trainings have impacted the 10000+ children who are beneficiaries of our Direct Education program. But for these trained teachers, the impact that we are seeing in our programs would not have been possible.

## VI . ARE WE MAKING IMPACT?

Over the years, DSS has impacted the lives of many children. Through various forums, such as builders meetings, parents meetings, Sarva Siksha Abhiyaan activities, we have been able to permeate the importance of education to the under-privileged sections of society. We have seen a gradual change over the years in their approach and thought process. Builders, funding agencies and parents are themselves approaching us to start a center or to provide guidance in case of a transfer of schools. Many of our children show outstanding performance in schools in spite of the background they come from. Our teachers take extra efforts to enroll children at new sites and continue monitoring them throughout their schooling. We noted a few examples of how we are impact on individuals / groups. There are many more.

*Divya, a 10 year old girl was working in a hotel. The DSS teachers explained the importance of sending her to school over her working to her parents. The parents were convinced of the importance of schooling for their daughter and started sending Divya and her younger sister to school. Both Divya and her sister are now attending school regularly.*

*At our Community Learning Centers, the children use MS Paint and draw beautiful pencil sketches. Aditya drew a pencil sketch of Shivaji Maharaj using MS Paint.*

*The children who attended the computer classes found them very helpful for answering the computer exams in their respective schools. Some them have even appeared and passed the MS CIT exam. One of the students of our computer class, Siddharth Phulphugar now does hardware repairs. He even repaired the broken down computer of one of our teachers. Some of the students who passed out of the 10th std special batch now work in cyber cafes and as data entry operators.*

*Rajababu, a student of EAC was irregular in attending classes. Whenever he came to class he bullied the other children. The teacher and the coordinator sat down with him and took personal interest in teaching him. His behavior changed slowly and he started attending classes regularly. He used to telephone the teacher whenever he was unable to attend school. Noticing the change in him, the teacher encouraged him to start attending the municipal school. He agreed and secured admission to 6<sup>th</sup> Standard in the Municipal school at Ambegaon.*



*A group of 10 students got together to form a library with a collection of 50 books. They run this library on the terrace of one the student's houses.*

*They innovatively used the cardboard from the packaging of Saree Fall as library cards. They designed their cards like the ones used in Door Step Dattawadi School.*



*Mahananda Dodamani of our Hattikhana center was admitted to Swami Vivekanand Vidya Niketan School, a school for high performing children, based on her academic performance in the 2<sup>nd</sup> Standard. She continued to excel in the new school and stood first in her Class in the 3<sup>rd</sup> Standard. !*



*The Shivajinagar community staying near the railway track, is extremely unsettled and primarily depend on rag picking and begging for survival. Earlier there were approximately 50 families living there in tents, without any essential/ basic facilities like water and electricity. Many families do not have stoves to cook food and survive by begging for food. They earn their living through rag-picking and begging and the little children are sometimes part of these activities.*



*Due to road widening in this area, many families relocated to other areas in the city but few families (about 10-12) chose to take rooms on rent in a nearby community to ensure their children continued their education. Out of these families 5 to 6 children continue to attend Door Step School classes and several children attend a private school called "Ankur."*

*This is a small but significant step in our efforts to take education to the door step of children and in influencing the parents to give due importance to children's education.*

*Deva is in preschool ( Balwadi) but learned all the alphabets by observing the older children and could recite all the prayers and rhymes taught to older children.*

*Dnayneshwar, another student of Balwadi is able to put together a jigsaw puzzle of the Map of India in 5 minutes.*

*Shekar's parents had to move to a different site from the Sobha developer's site at Hingewadi where he had no access to school. He was used to going to school every day, so he missed school a lot and persistently tried to influence his parents to move back to the Sobha Developers site. His parents were unable to move, but Shekar just would not take no for an answer. His parents then just sent him back to the site to live with his Aunt so that he could continue with his school.*

*When the Iris center was closed, all the children at that center moved on to other locations. A few of the students (Alim Shaikh, Lakhon Shivashappa and Kalim Shaikh) from the Study Classes and Priyanka Shiva Pawar from EAC contacted the school from their respective locations and accordingly they were enrolled into the nearest school by the DSS staff.*

*This is an example of out of school children of construction site workers being brought into the mainstream of education and wanting to continue their schooling despite the challenges of migration.*

## VII. ROLE OF VOLUNTEERS

For many years, now, the organization has gained from the help of volunteers, both locals as well as foreigners. The volunteers come with expertise in various fields. While the major programs run independently from volunteers contributions, those who join us for shorter or longer periods of time do indeed bring positive inputs into our organization, either as a helping hand for our regular staff or in their direct interaction with the children.

We would like to mention two volunteers who made a significant contribution last year.

**Mrs. Harsha Asrani** has been volunteering with us for the past year. She spends 2 hrs each day in the office, helping with any administrative task that is required to be done. She also helps us with fundraising activities, which she continued doing even when she was on vacation in the US for a few months.

**Mr. and Mrs. Shinde**, residents of Bibwewadi in Pune, were working independently for the education of children living in slums in their area. They were coaching the children with their school lessons, in addition to providing them financial assistance for pursuing their education. They saw a need to provide good quality books to the children to inculcate reading habits and improve their academic performance. They ran into Mrs. Rajani Paranjape and found that their ideas for enhancing the children's levels of learning were already being done at Door Step School. As an outcome, they now run a community library at Bibwewadi which has more than 250 books for children of all ages, provided by Door Step School. More than 50 children are benefiting from these efforts.

## VIII. FUTURE PLANS

We plan to maintain 100 construction site schools and 143 municipal schools as last year without further expansion. We feel that we have reached a tipping point and it is crucial for us to pause and introduce new initiatives and creative methods for reaching out to the children. We also plan to improve operational efficiency in administration and finance. Specifically, we target to achieve the following in the year 2011-12:

- Operation Efficiency improvement initiatives to be strengthened and implementation
- To come up with a franchisee model for extending reach to more Project foundation centers
- To provide increased focus on 1<sup>st</sup> standard students to reach their expected levels through the Grow with books program.
- To introduce focused training programs for Balwadi teachers and Crèche workers through our "Parivartan" training center

**Appendix-1 – List of Publications**

Sr.No.	Year	Name of the book	Category
1	Nov-02	मुळाक्षरे १-८ भाग	Barakhadi
2	Mar-11	मुळाक्षरे संच १-८ (भाग २)	
3	Mar-03	गोष्टी इकडच्या तिकडच्या गमतीजमतीच्या भाग १०	Set of mixed stories
4	Feb-05	अशी झाली पळापळ	Story without composite letters
5	Feb-05	उंच उंच आणखीन उंच	
6	Feb-05	ससोबा निघाले घर सोडायला	
7	Feb-05	आजी-आजोबा आणि सारस पक्षी	
8	Feb-05	जादूची किटली	
9	Feb-05	मुलांनी लावली झाडे	
10		मुरली मुरलीवाला	
11		एकदा काय झाले	
12		इलूपिलूची जमाडी जम्मत	
13	Feb-05	मुंगीराणी फार शहाणी	
14	2008	मजेदार कथा(जादुई जंगल)	
15	2008	मजेदार कथा(ऐका कहाणी नागेबाची व खुलभर दुधाची)	
16	Sep-03	कोडयाची पुस्तके भाग १ व २	Puzzles
17	May-05	जोडाक्षर (५६ पानी)	Composite letters
18		छोटू	Story without composite letters
19	2009	फुल फुलवे आजोबा	
20	Jul-09	कहाणी बहिण भावाची	
21	Feb-10	अप्पू आणि टप्पू	Story with composite letters
22	Mar-11	देवाचे देणे	
23	Mar-10	सचित्र मराठी शब्दकोश	Picture Dictionary



Direct Education – Balwadi, Literacy Classes and Study Classes



Direct Education – Support Services- Creche, School on Wheels, Transport



School Intervention Program – “Project Grow with books”



Parivartan Training Center – Khel Mandilya and Teacher’s training



Community Learning Centers – Various activities



Science and Math activities



Cener at Nashik : Independence day celebrations and Vaccination Camp



Center at Solapur: Parents Meeting & Children at Play

**Details of Board members**

<b>Name</b>	<b>Sex</b>	<b>Position On The Board</b>	<b>Occupation/Designation</b>	<b>Meetings Attended</b>
Rajani Paranjpe	F	President	Social Worker Ex-Lecturer Of College Of Social Work Nirmala Niketan	3
Bina Sheth Lashkari	F	Secretary	Professional Social Worker (MSW)	3
Nitin Dadia	M	Treasurer	Businessman	3
Neela Dabir	F	Member	Registrar of Tata Institute Of Social Sciences	3
Arnavaz Kharas	F	Member	Professional Social Worker (MSW)	3
Baman Mehta	M	Member	Businessman (Member from April 2011)	1

**Total cost of international travel by all staff during the year**

No.	Name /Designation	Destination and purpose	Gross expenses	Sponsored yes/no
No cost of international travel involved.				

**ACCOUNTABILITY AND TRANSPARENCY**

<b>Distribution of Staff according to salary (as on 30<sup>th</sup> June 2011)</b>				<b>Staff details as on (as on 30<sup>th</sup> June 2011)</b>			
Salary plus benefits paid to staff	Male	Female	Total	Gender	Male	Female	Total
<2000	0	188	188	Paid full time	19	329	348
>2000 – 3500	1	262	263	Paid part time	10	264	274
>3500 – 5000	1	52	53	Volunteers*			
>5000-7500	13	49	62				
>7500 – 10000	8	18	26				
>10000	6	24	30				
<b>Total</b>	<b>29</b>	<b>593</b>	<b>622</b>	<b>Total</b>	<b>29</b>	<b>593</b>	<b>622</b>

\* List of Volunteers in **Many Thanks to**

***Our Major Grantors .....***

- Alexandra & Humphrey Carey
- Ammada Trust
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- Asmae- Les Amis de soeur Emmanuelle
- Axis Bank Foundation
- Bakimchandra Khona
- Bitwise – Discover Financial Services
- Bombay Community Public Trust
- Carnegie Social Initiative
- Charities Aid Foundation (UBS Securities India Pvt. Ltd.)
- Charities Aid Foundation Matching Grant
- Concern India Foundation
- Diebold Systems Pvt. Ltd.
- Educate The Children
- EQT – Social Initiative
- Ernst & Young Pvt. Ltd.
- Forbes Marshall Pvt. Ltd.
- Give2Asia
- Give India – Mrs. Malkani
- HDFC Bank
- HSBC Global Education Trust – Future First
- ICICI Foundation of Inclusive Growth
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- Mazgaon Dock Limited (MS TISS General)
- Mr. Anil Srivastava
- Mr. Love Yadav
- Mr. Rahul Shah & Family
- Mr. Vinay Awasthi
- Mrs. Malati Kelkar & Family
- Ms. Usha Dev
- NUSI/ITGF Trust For Indian Seafarers
- Our Partners from the Builder Community
- Plan International – India Chapter
- Rabo India Finance Pvt. Ltd.
- Rotary Club of Bombay - Kandivali
- Sadguru Kamababu Foundation
- Sarva Shiksha Abhiyaan
- Spirax Marshall Pvt. Ltd.
- Springer Science + Business Media Deutschland GmbH
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- The Sharma Foundation (Raj Ruia & Louise Crawley)
- VIBHA – Help Them Grow Inc.
- Wipro Cares
- Yardi Software India Private Ltd.

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### **Volunteers**

Aarti Pandya, Abhay Singh, Abhinav Agrawal, Ami Vaghani, Arunima Kaushik, Dr Pawaskar, Erik Becker, Firoza Patel, Janneke Neefs, Jeanette Reinbrand- CSI, Kamilah Makda, Linn Taubert, Nitya Noopur Bakshi, Rabo India Finance Pvt Ltd, Rakesh Shah, Sarah Zielenda, Shreya Agrawal, SIMC Bangalore- Ranal Ramdas Nair, Shweta V Goud, Priyanka Dhelia SNTD Nursing Students, St Xavier's- Suman Chauhan, Neha Kumari, Bharti Tiwari, Kuldeep Singh, Deepak Ranga, Rahul Singh, Vandana Chaudhary, Priyanka, UBS, UPS, Vinod Kumar Cathedral School, Sami Patel, K C College,

Abhatai, Ajijindra, Akhi, (Japan), Akshata Agarwal, Ms. Avanrika Lavate, Ms. Archana Vyavharker, Alkhandra, Asuko Sugiyama, Takayaki Tsusi, Naohiro Ishiyama), Banado, Benjamin Feuchter, Berana Dov, Bernardo, Bhavana Kulkarni, Chipalunkar, Corino, Crystan, Gauri Kulkarni, Gobbu, Colen, Grabezal, Hardikar Madam, Hema Gehani, Hikka, Indrayani, Amol, Jay Marathe, Kanchan Tare, Kirti Aavari, Kranti, Lugana, Mandar Shinde, Mangesh Pol, Mansi Gandhe, Mel, Mr. and Mrs. Shinde. Mrs. Bagawat, Nalini Jer, Chandramani, Orchid English school students & teacher, Poonam Tivari, Pushpa Varma, Prachi Gondi, Prachi Vaidya, Pramod Jadhav, Prasad Kulkarni, Pratik, Mr. Pradeepkumar Khire, Preeti Parekh, Rajani, Raji Satyamurthy, Reshma Battase, Sameer Chakrawarti, Shreekrushna Tare, Smita Joshi, Sneha Mokashi, Sneha, Softbridge Global, Surikhi, Suvarna Madavakar, Swati Dhole, Swati & Neeta, Taniya, Vijaya ramchandran & Mr Ramchandran, Yarda, Yoshida & Shipra Potdar, Alejandra Herrere (Spain), Anita Bhave, Bernardo Salgado (South America), Benjamin Feuchter & Marie Kaufmann (From Crest), Cookie Zhou Jiezhang, Cherry Zhou Cheaxi & Tiffany Su Biyi (from China), Diptee, Gitte Weijs (Belgium), Lucas Meinhardt (Germany) From Crest, Joanne (Ferguson College) Canada, Juhi Dharwadkar (Engineering student from Pune), Katrin (German) & Elbrich (Holland) From Crest, Katy Eagle (England), Kristen Hope & Gerda Pearson (Sweden), Manon Rolland (Canada), Michele Scott (Canada), Mr. Arun Joseph, Mr. Phalke From Vidynana Vahinee, Mrs. Maelle Grimaud (France), Mrs. Vaidya Bhogale, Parvati K. B., Serieke Ruyter & Tanja Jager (From Crest), Students from Fergusson College, Varunika Garg, Volunteers from Bitwise Mr. Prabodh Mhalagi, Mrs. Seema Desai, Mr. Amit, Mrs Ragini, Mr. Pranav, Volunteers from Citi Finance, Yuho, Michiko, Marina, Kanako (Japanese),

**We would also like to thank all those whose name we might have inadvertently missed from the lists above.**

DOOR STEP SCHOOL		
The Bombay Public Trusts Act, 1950 (Registration No. F-13279( MUM))		
Name of the Public Trust : The Society For Door Step School		
Schedule -VIII (Vide Rule 17(1))		
BALANCE SHEET AT 31ST MARCH ,2011		
PROPERTY AND ASSESTS	RUPEES	RUPEES
<b>Immovable Properties (At cost)</b>		
Balance As per Balance Sheet	NIL	
Additions during the year	NIL	
Less: Sales during the year	NIL	NIL
Depreciation up to date	NIL	NIL
<b>Investments:-</b>		
Note: The market value of the above investment		
<b>Furniture and Fixtures :- As per Schedule 'A'</b>		3,674,549.00
Balance As per Balance Sheet		
Additions during the year		
Less: Sales during the year		
Depreciation up to date		
<b>Loans (Secured or Unsecured):- Good/ Doubtful</b>		
Loans Scholarships		
Other Loans		
<b>Advances:-</b>		
To Trustees	NIL	
To Employees	171,470.00	
To Contractors	1,000,000.00	
To Lawyers	0.00	
To Others TDS	134,211.00	
To Other Deposits	100,600.00	1,406,281.00
<b>Income Outstanding:-</b>		
Rent	NIL	
Interest	NIL	
Other Income	NIL	NIL
<b>Cash and Bank Balcnes :- As per Schedule 'B'</b>		25,757,808.55
(a) In Current Account with		
(b) In Fixed Deposit Account With		
(c) With the Trustee		
(d) with the Manager		
<b>Income and Expenditure Account:-</b>		NIL
Balance As per last Balance Sheet		
Less: Appropriation, if any		
Add:Surplus As per income and		
Less: Deficit Expenditure Account		
<b>Total Rs.</b>		<b>30,838,638.55</b>
<b>Door Step School</b> Jagannath Shankarsheth Municipal School Building, 2nd Floor, Room no.54/55, Nana Chowk, Grant Road, Mumbai 400 007 PLACE : MUMBAI DATE : 10.9.2011		
Mrs. Rajani Paranjpe President Mrs. Bina Sheth Lashkari Secretary Mr. Nitin Dadia Treasurer		

<b>DOOR STEP SCHOOL</b> The Bombay Public Trusts Act, 1950 (Registration No. F-13279( MUM)) Name of the Public Trust : The Society For Door Step School Schedule -VIII (Vide Rule 17(1)) <b>BALANCE SHEET AT 31ST MARCH ,2011</b>		
<b>FUNDS AND LIABILITIES</b>	<b>RUPEES</b>	<b>RUPEES</b>
<b>Trust Funds or Corpus:-</b>		
Balance As per last Balance Sheet	3,223,784.00	
Adjustment during the year (Give details)		
Donation Received during the year	75,000.00	3,298,784.00
<b>Other Earmarked Funds:-</b>		
(created under the provision of the trust deed or scheme or out of the income)		
Depreciation Fund		
Sinking Fund	100,000.00	
Reserve Fund	2,000,000.00	
Any other Fund- School on Wheels Bus Fund	514,664.00	
Reserve Fund for New School on Wheels		
Opening Balance 4,06,286		
Add:Transfer from Advance Grant-14,16,968		
Add:Amt received during the year -13,15,900	3,139,154.00	
Seed Capital Beneficiaries Enterprenur	23,000.00	5,776,818.00
<b>Loans(Secured or Unsecured)</b>		
From Trustee	0.00	
From others	0.00	
<b>Liabilities</b>		
For Expenses	359,369.00	
For Advances	3,250,623.00	
For Rent and Other Deposites	NIL	
For Sundry Credit Balance- TDS payable	3,634.00	3,613,626.00
<b>Income and Expenditure Account:-</b>		
Balance As per last Balance Sheet	13,749,216.15	
Less: Appropriation, if any	0.00	
Add:Surplus As per income and	4,400,194.00	18,149,410.55
Less:-Deficit— Expenditure Account		
<b>Total Rs.</b>		<b>30,838,638.55</b>
<b>Door Step School</b> Jagannath Shankarsheth Municipal School Building, 2nd Floor, Room no.54/55, Nana Chowk, Grant Road, Mumbai 400 007 PLACE : MUMBAI DATE : 10.9.2011		
		As per our report of even date  Manit J Shroff Chartered Accountants 10, 2nd Bhatwadi, Girgaum, Mumbai 400 004 M No.33715

<b>DOOR STEP SCHOOL</b> The Bombay Public Trusts Act, 1950 (Registration No. F-13279( MUM)) Name of the Public Trust : The Society For Door Step School Schedule -IX (Vide Rule 17(1)) <b>INCOME AND EXPENDITURE ACCOUNT FOR THE YEAR ENDED 31ST MARCH,2011</b>		
EXPENDITURE	RUPEES	RUPEES
<b>To Expenditure in respect of properties</b>		
Rates, Taxes, Cesses etc.	NIL	
Reparis & Maintenance	NIL	
Salaries	NIL	
Insurance	NIL	
Depreciation(By way of provision of adjustment	NIL	<b>NIL</b>
<b>To Establishment Expenses</b>		
<b>To Remuneration to Trustee</b>		
<b>To Remuneration ( in the case of math) to the head</b>		
of the math including his household, expenditure, if any		
To Legal expenses -Professional Fees		<b>356,640.00</b>
Audit Fees		<b>75,000.00</b>
Contribution and Fees		<b>NIL</b>
Amount written off:		
(a) Bad Debts		
(b) Loan Scholarship		
(c) Irrecoverable Rents		
(d) Other Items- Excess credit of int.w/off	522,288.00	<b>522,288.00</b>
<b>To Miscellaneous Expenses</b>		<b>NIL</b>
<b>To Depreciation</b>		<b>724,279.50</b>
<b>To Expenditure on Objects of the Trust</b>		
(a) Religious	NIL	
(b) Educational	39,514,914.75	
(c)Medical Relief	NIL	
(d) Relief of Poverty	NIL	
(e) Other Charitable Objects	NIL	<b>39,514,914.75</b>
<b>Surplus Carried over to Balance Sheet</b>		<b>4,400,194.40</b>
<b>Total Rs.</b>		<b>45,593,316.65</b>
<b>Door Step School</b> Jagannath Shankarsheth Municipal School Building, 2nd Floor, Room no.54/55, Nana Chowk, Grant Road, Mumbai 400 007 PLACE : MUMBAI DATE : 10.9.2011 Mrs. Rajani Paranjpe      Mrs. Bina Sheth Lashkari      Mr. Nitin Dadia President                              Secretary                              Treasurer		

<b>DOOR STEP SCHOOL</b> The Bombay Public Trusts Act, 1950 (Registration No. F-13279( MUM)) Name of the Public Trust : The Society For Door Step School Schedule -IX (Vide Rule 17(1)) <b>INCOME AND EXPENDITURE ACCOUNT FOR THE YEAR ENDED 31ST MARCH,2011</b>		
INCOME	RUPEES	RUPEES
<b>By Rent</b>		NIL
<b>By Interest (Accrued/realised)</b>		
On Securities	NIL	
On loans -fixed Deposit with bank	594,240.12	
On Bank Account	434,864.96	<b>1,029,105.08</b>
<b>By Dividend</b>		NIL
<b>By Donation in Cash or Kind</b>		<b>3,507,325.07</b>
<b>By Grants- As per schedule 'C'</b>		<b>40,408,157.50</b>
<b>By Income from other sources</b> (in details as far as possible)		
Other Income	568,729.00	
Sale of Van and School Bus	80,000.00	<b>648,729.00</b>
<b>By Transfer from Reserve</b>		NIL
<b>By Deficit carried over to Balance sheet</b>		NIL
<b>Total Rs.</b>		<b>45,593,316.65</b>
<b>Door Step School</b> Jagannath Shankarsheth Municipal School Building, 2nd Floor, Room no.54/55, Nana Chowk, Grant Road, Mumbai 400 007 PLACE : MUMBAI DATE : 10.9.2011		
As per our report of even date Manit J Shroff Chartered Accountants 10, 2nd Bhatwadi, Girgaum, Mumbai 400 004 M No.33715		

**Testimonials from volunteers of Door Step School, Mumbai.....**

"Three months is a good time to get to know children and teachers: they start to accept you as a real teacher ("didi") and you get the impression that your teaching makes a difference. Most of the time I enjoyed the English lessons, because there are classes that are really keen on learning the language. It's a pleasure to see that exercises work out and that you as a foreign volunteer bring extra motivation into the learning process." by **Linn Taubert** from Germany.

"Being able to speak with the children freely was the real benefit, as I got to know them well and form a bond. Regardless of their situation, the children didn't hold back in showing their affection. I loved being called Didi, something I've never been called before" by **Firoza Patel** from U.K.

"In Balwadi I enjoyed my work very much even if the teaching of English was limited to the numbers, colours or the alphabet. I found very amazing how quickly the children were accepting me as a member of staff and how fast they have been affectionate and kind towards me." By **Erik Becker**, Germany

I have assisted in the 2<sup>nd</sup> and 3<sup>rd</sup> standard study classes at the Colaba municipal school, as well as in a study group for girls called Nanhi Kali. I am not a trained teacher and I do not speak Hindi or Marathi, therefore my interaction with the children has been limited. Still, it has given me a lot, but first of all I hope that my stay in some way has contributed to the children's learning process." by **Jeanette Reinbrand**, Stockholm, Sweden.

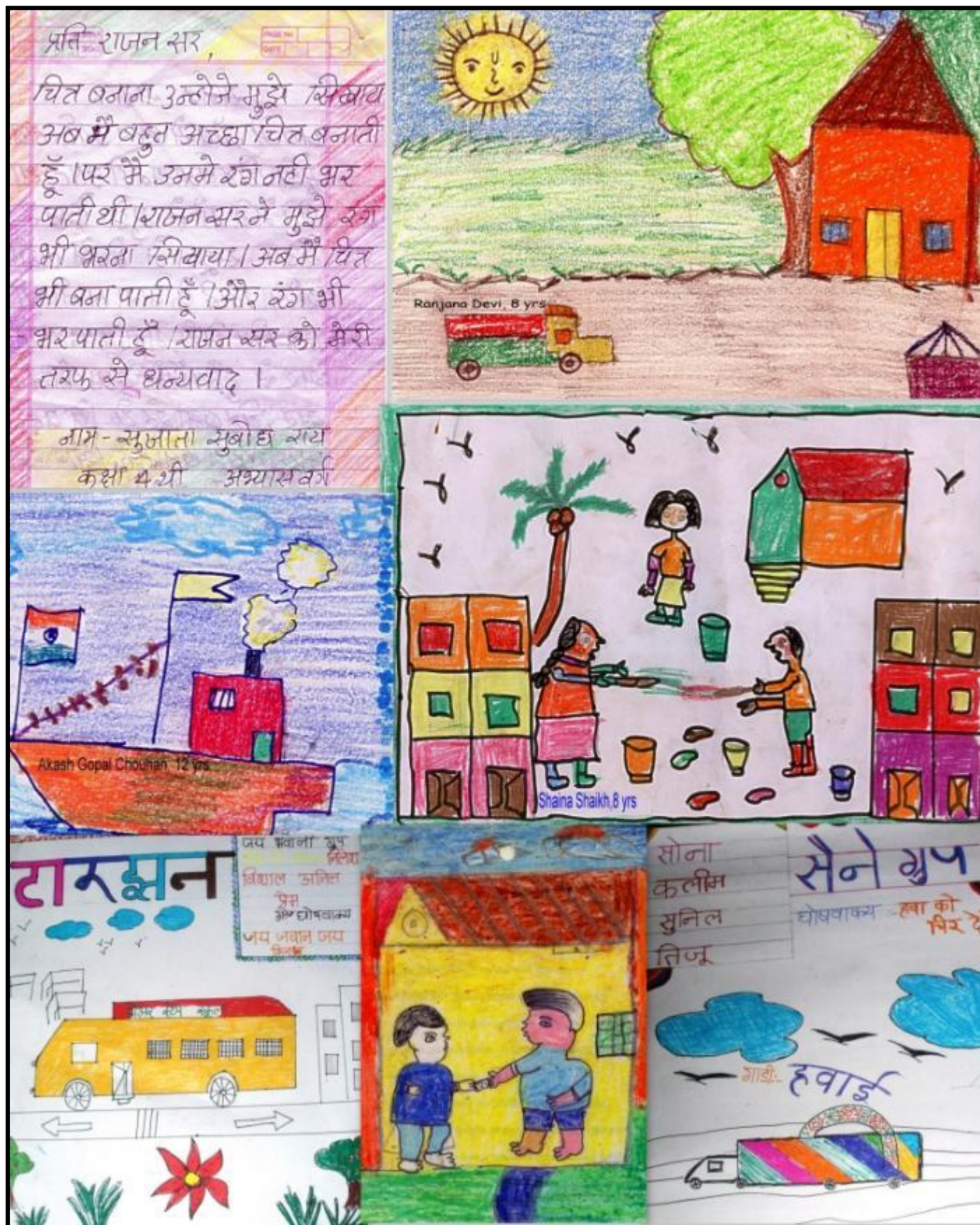
"In this one year I spent here in Mumbai, I got the chance to visit and take part in several programs, offered in different areas of the city, provided by the Door Step School. Working as a volunteer, similar of a trainee allowed me to get to know many different people of various age and from different levels of the population but also made me test my own capacities or limits." By **Sarah Zielenda**, Germany

"I started on 'the mobile library' a fairly new project for street kids. At first half a dozen fairly young children came, and I enjoyed various creative activities with them. As word got around, we were joined by around 12 older children and I was able to teach them basic maths and English." By **Kamila Makda**, UK

"I really enjoyed my time volunteering at Door Step School. I wouldn't trade this experience in for anything else. This was probably one of the best experiences I have ever gained. Being able to work with under privileged children for four months is one of the luckiest things I have ever been able to do. Over all, working with the Door Step School team was a privilege and a great experience. They were all very welcoming and opened their arms to me" by **Ami Vaghani** from U.S.A.

"One thing I have seen is that there is a lot of positivity and strength in many children from the slum communities. And it is a great thing that Door Step School contributes to this happiness, by providing these children a place to be and learn" by **Janneke Nefs**, Netherlands

**Thank you note to the DSS Art Teacher penned by a girl child and drawings by children**



**Glimpses of Door Step School - Mumbai Newsletter- Hamara Akhbaar prepared by children!!**

**जिन्दगी का मुक हादसा**

मेरा नाम डेविड है, मैं क्रॉफर्ड-मार्केट के क्रॉफर्ड फुटपाथ पर रहता हूँ। मैं बस में पढ़ने जाता हूँ। मेरे जिन्दगी में बहुत बुरी बात हुई। दिल्ली में मेरी माँ और भाई और छोटा भाई गहल सिटी गये थे। नावा का दर्शन करने के लिए, जिस हाड़ी से जा रहे थे उसका ऑटोमिटर टूट गया और उसमें गैरबज्र भाई गहनन को चारों ओर घेरा और उसका पैर काट दिया। शहम को कुछ नहीं हुआ उसे छोड़ी-सी बचोच आयी। लेकिन पिताजी गुजर जाने के बाद हमारा सहारा गायब। मेरे माँ के ऊपर आसमान ही लीरा। सब जिम्मेदारी मेरे ऊपर आयी मैं स्कूल छुटने के बाद ग्रोसियों बेचता हूँ। शनिवार रविवार के बड़ी का काम करता हूँ। जो भी कमाई आती है वह मेरी माँ को देता हूँ। मैं अच्छा यह लिखकर नौकरी करूँगा और माँ और भाइयों को सुखी रखूँगा।

**One incident of my Life**

My name is David, I stay on the Crawford Market footpath. I attend the class on bus. I faced a very bad situation in my life. My mother, elder brother and younger brother went for a visit to a holy place. On their way the car in which they were traveling met with an accident. My elder brother passed away in this accident and my Mother's leg was amputated. My younger brother Rahul got some minor bruises. As after father's death my elder brother was our only support, his death left mother completely devastated. I took over all responsibility and now I sell carry bags after School. On Saturdays and Sundays, I work with a food caterer. I give all the money earned to my Mother. I will study hard and do a good job. I will keep my Mother and brother happy.

David Patel, 14 Years old, School on Wheels, Crawford Market.

**My Prayer**

All say that my mother passed away due to cancer when I was 3 years old. I have two elder brothers and one elder sister. I must have seen my Mother but now I cannot recollect it. My Father married once again. My step mother is very nice. I never knew that she is my Step mother. She has one son. My father consumes lot of alcohol as this mother too has cancer. I feel that we are very unlucky when it comes to Mother. I pray to Jesus for my mother's recovery and I request you all to pray for my Mother's health.

Anil Meghnath Jadhav, 11 Years old, Transit Camp.

**मेरी प्रार्थना**

सभी कहते हैं जब मैं 3 साल का था तब मेरी माँ कैंसर से मर गई। मेरे दो भाई और एक बहन हैं। वह लोग मुझ से बड़े हैं। मैंने अपनी माँ को देखा होगा पर मुझे याद नहीं है। मेरे पिताजी ने दूसरी बारी की थी। मेरी दूसरी माँ बहुत अच्छी हैं, मुझे पता नहीं था कि वो मेरी मौतेली माँ हैं। इस माँ का एक बेटा है। मेरे पिताजी बहुत दारु पीते हैं। क्योंकि इस माँ को भी कैंसर है। जल्द ही हम कच्चे के नमिक में माँ हैं की नहीं। मैं बहुत से प्रार्थना करता हूँ मेरी माँ ठीक हो जाये और आप सभी से मेरी माँ के लिए प्रार्थना करने की कामना करता हूँ। अमित मेघनाथ जाधव  
उम्र 11

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