

Annual Report 2012-2013

Door Step School @25

It was 25 years ago, in 1988 that we tied the knot and Door Step School was born. We started with work in Mumbai and, five years later, in 1993 we reached out to Pune. So, Pune has its own reasons to celebrate –20 successful years completed.

Without much thought as to the 'how's, we decided to provide an answer to the 'who's. We were the 'who's who answered the need of taking education to those children who could not take themselves to education. We brought schooling to their very doorstep so that there was no reason that would keep them away from it.

Since then, there has been no turning back. We have invented and reinvented ourselves to meet changing circumstances, demands and needs, all the time staying steadfastly on the course we chose to follow.

In this our 25th year of work in Mumbai, we were able extend our Reading Program in Corporation run schools to 12 more school and will be taking it to as many more in the coming year. This program gives the kids an opportunity to engage with books other than the prescribed ones, listen to stories, & have fun with language – a direction we definitely move in.

In Pune, the highlight of the year was the new initiative 'Parent's Participation in Children's Education', which is a much needed extension of our Project Foundation. Through this project we aim to reach 900 parents at 150 locations in 2 areas of the city. The parents we reach out to are migrant workers at construction sites. Parents will be empowered and their role in enabling enrolment and sustenance of their children in schools will be strengthened.

The changes we hope to bring through this initiative are to increase enrollment and reduce long absenteeism from school which often due to lack of parental support. With continued support and love from all our stakeholders we are determined to help the children we serve, to make transition to a better and brighter future.

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 90,000 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 | 7800 | 13000 | 20800 |
| Corporation Schools | 10000 | 54800 | 64800 |
| | 17800 | 67800 | 85600 |

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

MUMBAI

Introduction

Door Step School 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 its 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 the Year 2012-2013

❖ Partnering with ICDS

Integrated Child Development Services Programme (ICDS) aims at providing services to pre-school children in an integrated manner so as to ensure proper growth and development of children in rural, tribal and slum areas. Having the expertise in running the Balwadi project for many years, Door Step School used this expertise to strengthen the education component of ICDS programme. Door Step School's support was in form of providing training to the Aanganwadi sevikas, on field training by pairing them with our existing Balwadi teachers and mentoring them. In all, 75 sevikas benefitted from the training and handholding process.

❖ Maharashtra State Child Policy

Our Director, Mrs. Bina Sheth Lashkari, with her experience of more than 25 years of working in the field of education for underprivileged children, has played an instrumental role and was on the committee which formulated the Child Policy for the state of Maharashtra.

❖ Mummy Visit

We at Door Step School never miss an opportunity to enjoy visiting different museums in Mumbai to enhance the classroom learning experience. This year more than 180 children and 75 staff members got a chance to visit the unique exhibition called Mummy-The Inside Story as



Chhatrapati Shivaji Maharaja Vastu Sangrahalaya (formerly known as Prince of Wales Museum) in collaboration with British Museum, opened its gates to one and all. As part of the exhibition, children enjoyed watching a 20-minute 3D film about the complex process of mummification and what possibly could have been the life of 2800 years old Egyptian Mummy, the Nesperennub, the most traveled mummy in the world.

❖ **Expansion of School Partnership Project**

Experience of working with children in urban slum communities, who form the major target group for Municipal schools shows us that inadequate language skills, especially reading skills hinders their academic progress. The Reading Promotion project works towards encouraging children to enjoy reading and giving them an opportunity to explore language beyond text books. This year we extended our services of Reading Promotion project in new schools of Deonar, Abhyudaya and Dongri /Mandavi, reaching out to more than 3000 children. The project is supported by Sir Ratan Tata Trust.



❖ **Run to Make A Difference**

Two of Door Step School's well wishers and avid runners, Parul Sheth and Sukhpreet Patel, organized a wonderful run on 24th March 2013 to raise funds for Door Step School. More than 90 fitness freaks and running addicts from their regular running group turned up on the day of the event for supporting the cause of educating the less privileged children and raised about Rs.1.5 lakh. The group plans to make this event an annual feature and want the miles they run, count for the noble cause.

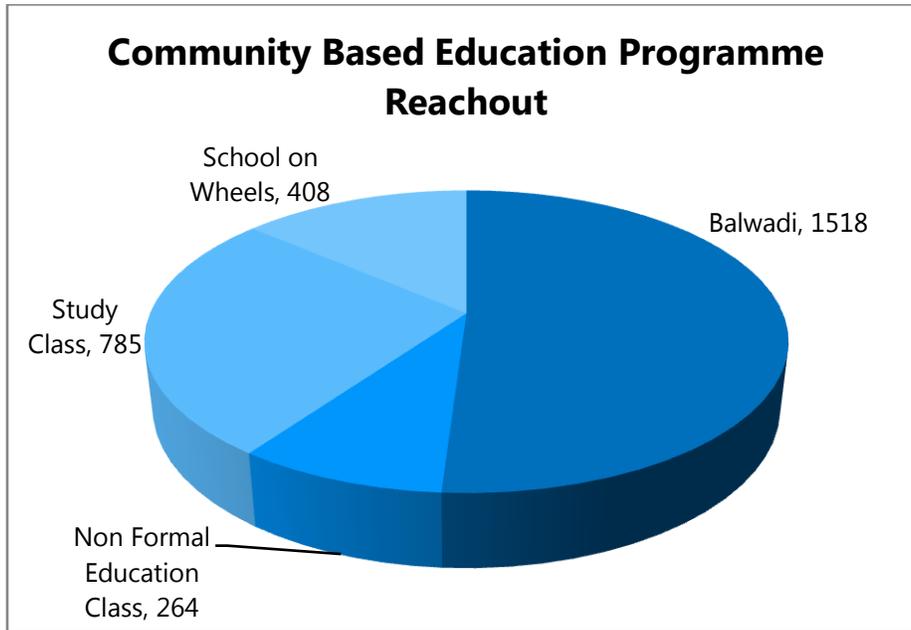


Activities at a Glance (2012-13)

| Sr No | Programme | Activities | No. of Classes | No. of Beneficiaries | |
|--------------|----------------------------|--|---|---|-------------|
| I | Direct Intervention | Community Based Educational Programmes | Balwadi (Preprimary) | 50 | 1518 |
| | | | Non Formal Education | 10 | 264 |
| | | | Study Class | 29 | 785 |
| | | | Total | 89 | 2567 |
| | | School on Wheels | N F E | 18 | 408 |
| | | | Total | 18 | 408 |
| | | Computer center | A ward | 39 | 988 |
| | | | M Ward | 13 | 254 |
| | | | | 33 | 812 |
| | | | (NatwarParekh) | | |
| E Ward | 29 | | 800 | | |
| Total | 114 | 2854 | | | |
| II | School Partnership Project | Direct intervention in 20 schools covering 10043 beneficiaries | Study class | 41 | 621 |
| | | | Mental Health Project | 9 Schools | 5467 |
| | | | Reading Promotion (Grow with Books) | 20 schools | 5975 |
| | | | School Library (5 to 7 Std) | 8 Schools | 1652 |
| | | | Bus service (E&M ward) | 2 Routes | 75 |
| III | Balsamuha | | 18 groups | 419 | |
| IV | Sponsorship | | | 150 | |
| V | Community Learning Center | | Door to Door Library | 4 | 205 |
| | | | Mobile Library | 6 | 315 |
| | | | Reading Promotion | 34 | 765 |
| | | | Open Library | 1 | 69 |
| VI | Training Cell | | Ongoing Training for Teachers (divided in 4 groups) | Each group to attend 2 times a month, either on alternate Saturdays or 1st and 3rd Thursday (Total days of training offered to teachers in this year 112) | |
| | | | Area Coordinator/ Coordinator/Trainers (33) | On 1 Wednesday a month | |

Community Based Educational Programme

To cater to the needs of children living in urban slum communities, Door Step School runs tailor-made interventions to create better access to quality education. The interventions run by Door Step School are at a pace, place and time convenient to the children attending the classes. The Door Step School staff personally visits and do follow up of the children every day, in order to sustain the child’s interest and parent’s motivation in education.



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.

The classroom activities are designed to support the child’s overall development process. Activities like clay modelling are incorporated in the classroom activities to support the motor skills development of the children. Children’s observation skills are evidently seen in the clay models they make in form of mobile phones, aliens and animals which they are more exposed to in their day to day activities and through the movies they watch. Children try relating the models to their day to day experiences and share it with their class mates and teacher.

Simple science experiments are conducted in class to help children understand basic concepts of science which they can relate to their day to day routine.

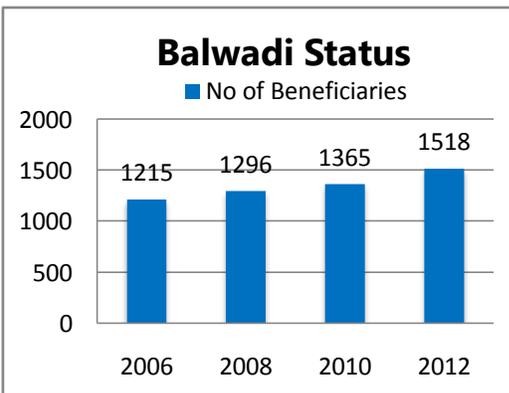
| Distribution of Children attending Door Step School Balwadi (2012-13) | | | |
|---|-------|-------------------|--------------------------------|
| Ward | Units | Children enrolled | Sustained till end of April'13 |
| A | 17 | 546 | 470 |
| B | 6 | 142 | 132 |
| E | 13 | 433 | 349 |
| M | 14 | 397 | 334 |
| Grant Total | 50 | 1518 | 1285 |



Colours on My Plate: An Attractive display of fruits and vegetables was put up as a grand finale to the balwadi project on "Aahaar" (diet) and "Vaadh" (Growth). It was like a daylong Fresh Food festival, as groups of preschoolers moved from room to room feasting their eyes on the greens, the yellows and oranges, a veritable rainbow. They ended their visit with a small serving of made to order bhel, with each little one choosing what they wanted to add to their bowl.



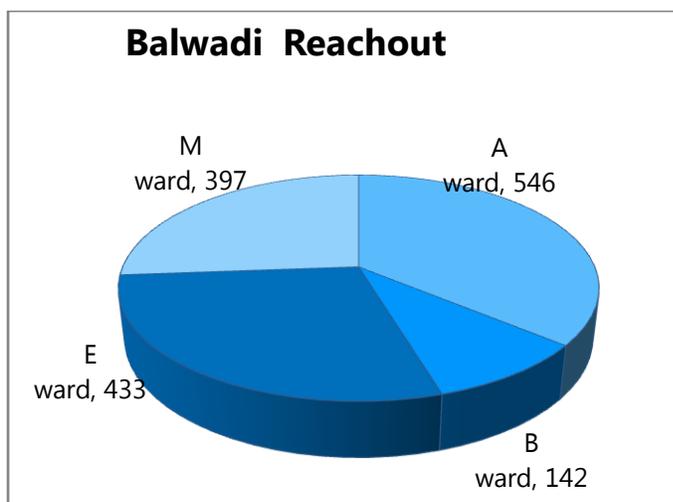
Project based learning is a part of the curricular activities which introduces the children to various concepts like fruits, vegetables, our community helpers etc. The exposure visits in the community itself helps the young



ones to see their own community through a different learning perspective.

Figure 1: Growth Chart of Balwadi

The growing numbers of the Balwadi enrolment shows that there is an increasing demand for preschool education from parents of the children over the years.



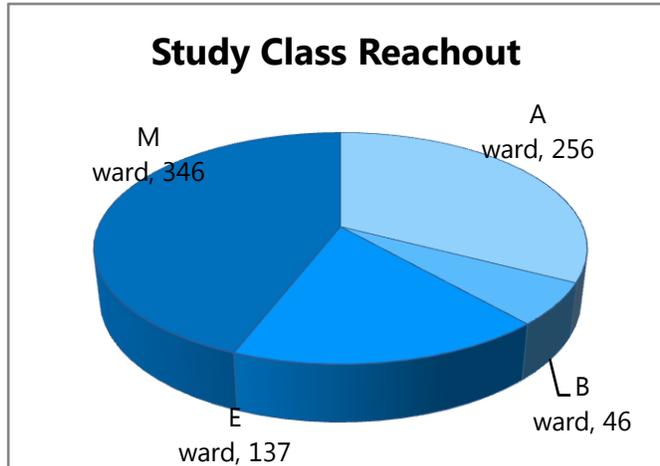
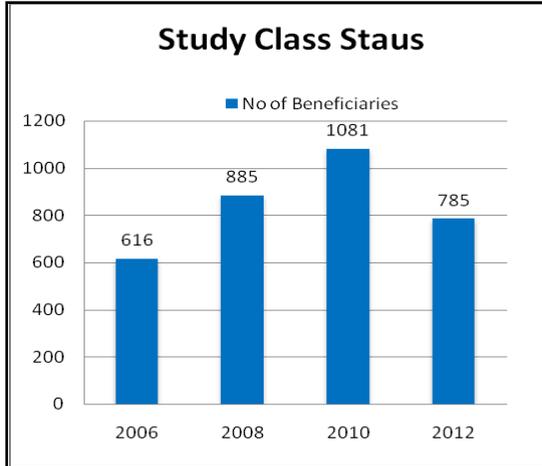
In one of the exposure visits to the local grocer, Sohail told teacher, "We should eat vegetables because it gives us strength and we grow up fast."

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 of schooling.

| Distribution of Children attending Door Step School Study Class (2012-13) | | | |
|---|-------|-------------------|--------------------------------|
| Ward | Units | Children enrolled | Sustained till end of April'13 |
| A | 9 | 256 | 220 |
| B | 2 | 46 | 40 |
| E | 5 | 137 | 110 |
| M | 13 | 346 | 303 |
| Grant Total | 29 | 785 | 673 (86%) |

| Standard wise breakup of Study Class (2012-13) | | | |
|--|-----|-----|-------|
| | M | F | Total |
| 1st | 99 | 101 | 200 |
| 2nd | 84 | 97 | 181 |
| 3rd | 103 | 92 | 195 |
| 4th | 99 | 110 | 209 |
| Grant Total | 385 | 400 | 785 |



Different activities like matching the pairs, making stories from the given words, the concept of homonyms etc are taken in the classroom activities to help children build their language skills.

Activity based learning to make the concepts of Mathematics more easier are taken in class like games to understand ascending and descending order, odd and even numbers, weights and measurements etc.

Apart from the curricular activities children are given an exposure in form of different visits like visit to Science Express, making scrapbooks which boost their creative thinking power and projects like waste to wealth.

Children themselves plan and organize geography exhibitions wherein they exhibit at different stalls and make the visitors who are their fellow classmates and parents aware about the rich heritage, flora and fauna of Maharashtra.



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.

As most of the children attending the Non Formal Education classes have been out of purview of education for a considerable amount of time, use of pen and paper is not encouraged immediately in the class. Activities like modelling letters of alphabet using clay gives the children a chance to learn without any pressure to use the pen or pencil.



Using dummy currency notes to help children understand the basics of addition and subtraction is an easy way as they are more familiar with the transaction of money as they deal with money in their day to day selling activities.

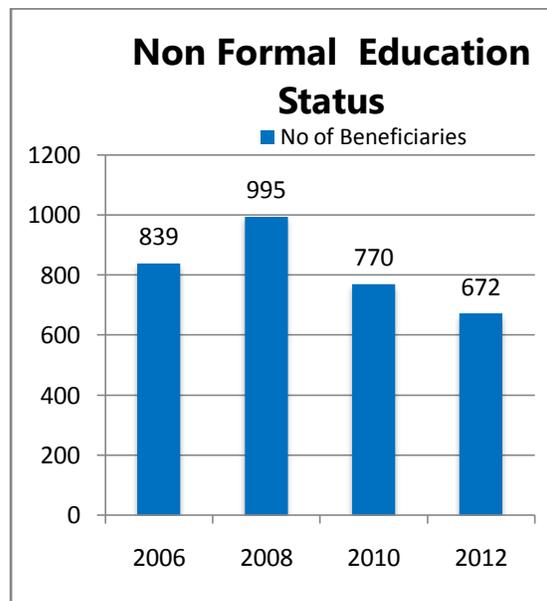
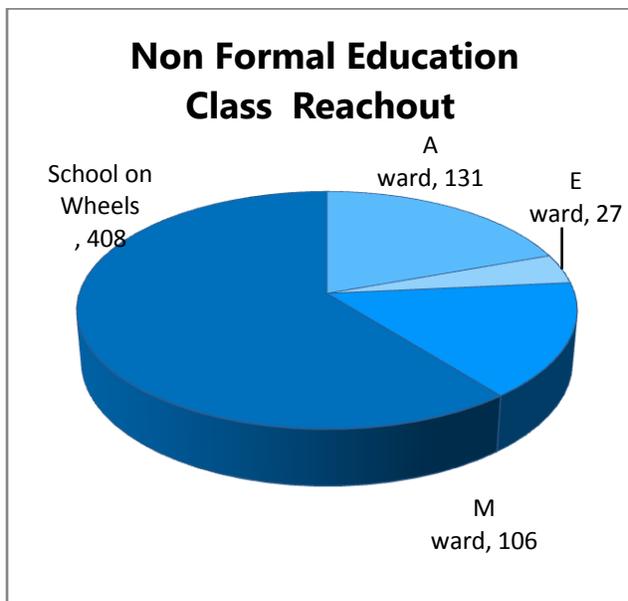
Newspapers are more often used in class as its reading gives children an idea of what is happening in the outside world at the same time helps to develop their reading and comprehension skills.

Workshops on making paper bags to promote eco-friendly environment and stick puppets to enjoy the magic of creation were conducted with the children attending the classes.

Apart from the curricular activities children enjoyed exposure visits to the Jijamata Udyaan and Monginis Cake Factory where they enjoyed watching how cakes are made.

| Distribution of Children attending Door Step School N F E Class (2012-13) | | | |
|---|-------|-------------------|--------------------------------|
| Ward | Units | Children enrolled | Sustained till end of April'13 |
| A | 5 | 131 | 88 |
| E | 1 | 27 | 12 |
| M | 4 | 106 | 73 |
| Grant Total | 10 | 264 | 173 |
| School on Wheels | 18 | 408 | 315 |
| | 28 | 672 | 488(73%) |

| Standard wise breakup of N F E Class (2012-13) | | | |
|--|-----|-----|-------|
| | M | F | Total |
| Preparing 1st | 227 | 305 | 532 |
| 1st | 19 | 31 | 50 |
| 2nd | 17 | 14 | 31 |
| 3rd | 9 | 21 | 30 |
| 4th | 11 | 6 | 17 |
| Grant Total | 283 | 377 | 660 |



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 projects of Door Step School. In past 14 years; School on Wheels 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 75-100 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. In the communities where space is a constraint School on Wheels serves as classroom space.



Different activities are conducted curricular and recreational to hold the interest of the children coming on School on Wheels. Introduction of Alphabets and Numbers, Reading Competitions to increase inclination towards reading, Educational games to develop concentration skills of children, Workshop on 'Paper bag making' to promote eco friendly environment.

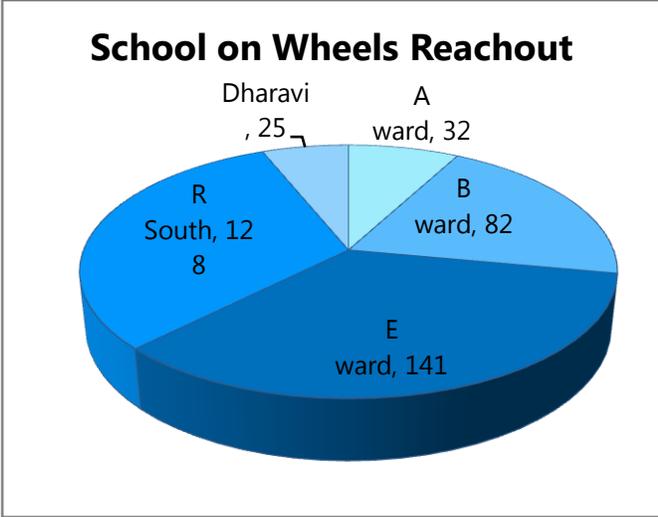
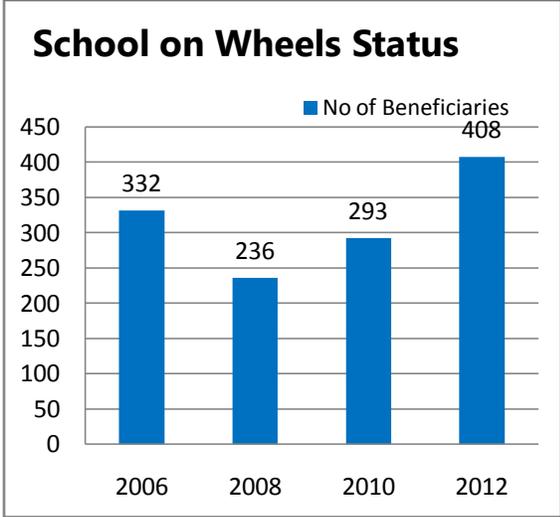


Visit to **Akshara Children`s Library** to give exposure of different genres of books and to increase their reading interest. The staff was very cooperative and guided the children throughout their visit. Children got to handle the books, enjoyed reading short stories and remembered the wonderful pictures they saw, even days after the visit was over.

A very happy and excited child Shabana said, 'This is the first time we have seen such a big home for books'.

Distribution of Children attending N F E Class- School on Wheels (2012-13)

| Ward | Location | Units | Children enrolled | Sustained till end of April'13 |
|-----------------------------|--|-------|-------------------|--------------------------------|
| School on Wheels I | Crawford Market, Dockyard Road | 4 | 113 | 77 |
| School on Wheels II | Reay Road and Wadi Bunder | 4 | 98 | 73 |
| School on Wheels III | Reay Road, Reay Road Bridge | 2 | 44 | 30 |
| School on Wheels IV | Khadakpada, Borivali National Park, Magathane, Tumni Pada, Chinchpada, | 7 | 128 | 110 |
| School on Wheels V | Dharavi, Bandra reclamation | 1 | 25 | 25 |
| | | 18 | 408 | 315(77%) |



Neha starts attending the Unusual School....

Being the eldest daughter of the family, 10 years old Neha had to support the family's living expenses by working with her mother as the family was also deserted by their father. When she was not at work, Neha had to look after her younger siblings while they stayed at their grandmother's place. During one of her regular follow up visits the teacher met Neha's mother and spoke to her about sending Neha to the School on Wheels class. Scarred from the previous experience of being beaten up and harassed in the formal school by the teachers, Neha was afraid to attend to school. Neha's mother was apprehensive about sending her to the school as there was no one who could look after her younger daughters. The teacher suggested Neha's mother that her younger daughter can accompany Neha to the class.

On hearing the teacher's suggestion, Neha's mother immediately agreed to send Neha to School on Wheels class. Though initially Neha's sister was quite disruptive the teacher found a solution to the same by letting the young one play with clay and toys. As her sister was engaged in playing by herself, Neha got more time to concentrate on the classroom lessons. Today Neha is regular student in the class and is still accompanied by her younger sibling. She has progressed a lot in her studies. A peek in the School on Wheels class and one will see Neha taking her lessons in class with her younger sister dozing off in her lap. Neha's mother is more than happy to see her daughter's progress and applauds the efforts of the teacher and the School on Wheels project which she calls as "An Unusual School".

Mobile Library

Door Step School is currently running a mobile library 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.

Since June 2011, every day Mobile Library has been reaching out to the unreached children of Hiranandani Akruiti in M ward, Mumbai. Mobile library creates quality-learning space at different **6 locations** where around **315 children are** getting an opportunity to read variety of books. The Mobile Library teacher helps children in reading, writing and provides recreational games such as carom, snakes and ladder, Badminton, etc. Children coming to the Mobile Library who are often first generation learners were motivated by the teacher to join the literacy classes and computer center.

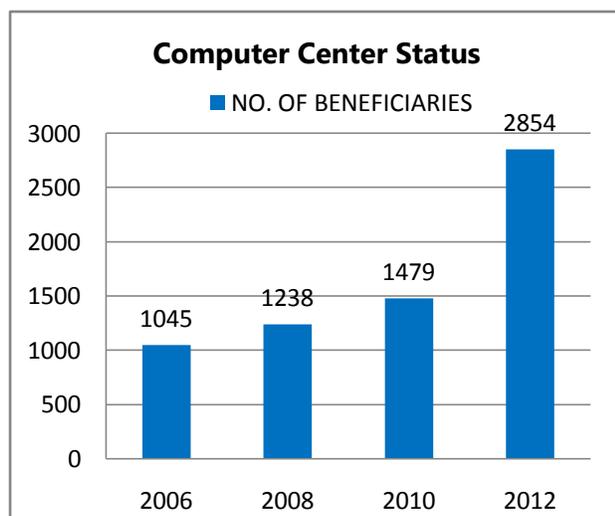
Computer Center

Door Step School started its first Computer Center in 'A' ward in the year 2003. 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.

Computer center tries to cover children from all levels like pre-school, primary school, out of school children, adolescent children from Balsamuha (children's group) and also youth from slum communities. It has been observed that computer center's educational and recreational activities help to sustain the interest of children in their daily class based activities. Today Door Step School runs 4 such centers in Mumbai to enhance literacy skills and provide them with basic computer knowledge.



| Ward | A Ward | | E ward | | Hiranandani Akruti | | Natwar Parekh Compound | | Grand Total | |
|---|------------------|-------------------|------------------|-------------------|-----------------------|-------------------|------------------------------|-------------------|------------------|-------------------|
| | No of Batches | Total Children | No of Batches | Total Children | No of Batches | Total Children | No of Batches | Total Children | No of Batches | Total Children |
| Door Step School | 26 | 762 | 25 | 742 | 25 | 679 | 6 | 164 | 82 | 2347 |
| Non Door Step School | 13 | 226 | 4 | 58 | 8 | 133 | 7 | 90 | 32 | 507 |
| Total | 39 | 988 | 29 | 800 | 33 | 812 | 13 | 254 | 114 | 2854 |



World Computer Literacy Day Celebration

World Computer Literacy Day which falls each year on December 2nd aims to create awareness about the digital divide that exists in the world today and to increase the access to information technology for the disadvantaged communities. This year, we celebrated World Computer Literacy Day by conducting awareness session for parents of community children and also by organizing Paintbrush and Power Point competition for students attending

computer center classes.

Teacher's Training

Keeping in mind the need of the teachers who conduct the literacy classes to be equipped with basic computer skills, a special batch was organised for teachers to help them in learning the ropes of computer. The teachers who accompany their children in the computer classes are now more equipped after the basic computer training session for them.

One of the teachers expressed, "The training not only helped me to upgrade my basic skills of computer but at the same time I will now be able to assist my children with the problems they face while operating computers in the computer class."

Wall paper designing and Power Point competition

Children from Study class and NFE got an opportunity through this competition to exhibit their creativity by using MS Paint. They enjoyed making different logos, scenery and other things and set them as wall papers on their own desktops.

Children attending the secondary batch made calendars in groups highlighting various issues faced by the communities they reside in using PowerPoint presentations.



Children enjoyed making sequences of a story in PowerPoint presentation slides and presented their creativity to the Computer teacher. All that they learnt in the classes and the skills they acquired were used by them while they were trying to outdo each other in the competition. Towards the end of the competition all children praised each other's creations and enjoyed creating stories from the sequence of picture.

Rahul created a sequence in which he shot down helicopters of terrorists who attacked a skyscraper. The impressions of the bombing of the World Trade Center could be clearly seen in the sequence made by Rahul and the solution to such an attack was demonstrated by him in his PowerPoint sequence.

Computer Care Awareness Role-play: Children often do not understand that mishandling the computer parts results in causing damage to them. A role play was conceptualized to make children more emphatic towards computers and how to take care of computers to increase their longevity. Selected children performed on the scripted role play and also added their own dialogues to it which was a real value addition.

Rohit promised after the role play, "I will now never pull the wires of the speakers if the songs are not audible instead I will wait for the Computer Teacher to resolve it for me."

Overcoming the handicap to become a shining star....

Vicky Shiva Rathod studying in 6th grade was always fascinated by computers. He is a member of our Bal Samuha group and is always up for assisting the computer teacher since he started coming to computer teacher. Vicky's right hand is very weak and hence he performs all his day to day to activities with his left hand.

Because of his handicap Vicky found it difficult to work with the mouse as it is normally placed on the right hand side of the computer. The computer teacher made a comfortable arrangement of the mouse so that Vicky could use it with it his left hand easily. Once he achieved comfort level while working with mouse he started progressing very well in MS Paint, MS Word and PowerPoint. He immediately gained confidence to work on excel and was very quick with looking up formulas in MS Excel.

Vicky became so proficient with PowerPoint that he won first prize in PowerPoint calendar competition organized at the computer center. With a student who was lacking confidence because of his handicap has today emerged as a resourceful student who guides his fellow batch mates if they face any difficulties while using computers.

Library

| Programme | Total number of beneficiaries | Total Number of books | Resource bag |
|---|-------------------------------|-----------------------|--------------|
| Community Learning Center at Transit camp and Shivshakti Nagar | 765 | 3283 | 13 |
| Door To Door Library at E ward | 205 | 1722 | -- |
| Open Library at Shivshakti Nagar | 69 | -- | -- |

Community Learning Centre (CLC)

The Community Learning Centre works with the basic objective to encourage children to develop healthy reading habits and thereby to build language skills. The Community Learning Centre provides access to reading and audio visual material, and engages children in variety of language building processes. Door Step school now has 2 CLCs respectively at Transit Camp,



and Shiv Shakti Nagar with a wider coverage of 765 children.

At Community Learning Center we took efforts to build and improve the reading, writing and speaking skills of children through various activities such as storytelling, books for reading, educational games and new information.

Storytelling activity

Children are always eager to visit community learning centre, because they get an opportunity to listen different interesting stories from Reading Promoters. Last six month, children listened many stories such as "Hamari Balwadi, Chup meri Nak Kuch Kah rahi Hai, Hum Bazar Gaye, Chiti Aur Kabutar, etc. During story telling activities, children were trying correlate their previous experiences with shared stories.

Educational games - Varied language related games focus to build the vocabulary improve grammar.

New information – Teacher gave information on thermometer, use of compass and directions, use of dictionary, sea, etc.

E learning – Through E Learning using audio-visual media - CDs of "My English Book" children are taught various poems, words and basic conversation. Progress is seen in the children's English language communication skills also parents come with feedback that their kids get selected in English medium school because of E learning.



Information about Mahatma Gandhi

On 2nd of October 2012, to mark the birth day of Mahatma Gandhi, teacher had arranged a session on Mahatma Gandhiji and through which she had tried to give basic but important information to the children. She also used paper cuttings and photos to make her session effective. Children also recollected and shared their experiences of visiting the Mani Bhavan which they had visited last year.

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 **205** beneficiaries.

Session on Right to Education for Library Members

DSS staff took initiative to build the capacities of children who are members of door to door library. Special session on right to education was organized to empower community based children, so they will able to help other children and their parents to take benefits of educational facilities of government run Municipal schools.

Formal School Enrollment

Follow-up of Students Enrolled in formal schools in the academic year 2012-13

| Enrolled from | No. of Children Enrolled | Number sustained at the end of year Apr'13 | Percentage Sustained |
|-----------------------------------|--------------------------|--|----------------------|
| Balwadi | 538 | 523 | 97% |
| Non Formal Education Class | 71 | 57 | 80% |
| From the community | 10 | 10 | 100% |
| Total | 619 | 590 | 95% |

Standard wise breakup of enrollment

| Type of Class | KG | 1 st | 2 nd | 3 rd | 4 th | 5 th | 6 th | 7 th | Grand Total |
|--------------------|------------|-----------------|-----------------|-----------------|-----------------|-----------------|-----------------|-----------------|-------------|
| Balwadi | 132 | 406 | -- | -- | -- | -- | -- | -- | 538 |
| NFE | -- | 41 | 11 | 8 | 5 | 3 | 1 | 2 | 71 |
| Community | 1 | 5 | 2 | 0 | 1 | 1 | -- | -- | 10 |
| Grand Total | 133 | 452 | 13 | 8 | 6 | 4 | 1 | 2 | 619 |

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.



To help adolescent girls come to terms with their puberty, sessions were conducted in physical changes and reproductive health. Girls opened up and asked their queries and shared their anxieties.

Two more sessions were planned with resource persons with girls and boys separately. Mr. Rajendra Kamble and Ms. Usha Deshpande were successful in breaking ice among children about this topic which is rarely or least discussed in family and schools.

Children enjoyed various exposure visits like visit to Police station and got friendly with the police personnel, they also enjoyed visiting the **Science Express** which was stationed at the CST station and enjoyed visiting the Museum where they saw 3000 year old Mummy and its story.

Children from Bal Samuha are always actively involved in increasing awareness about the various issues faced by community. This year too children actively planned and executed different rallies, awareness programmes on the occasion of **World Water Day, World Literacy Day and World Computer Literacy Day**.



The first **International Girl Child Day** was celebrated by the girls of Bal Samuha wherein these girls saw an inspirational movie titled "English Vinglish". The girls also enjoyed wearing pink colored scarves and enjoyed refreshments at the movie theatre.

| No. | Bal Samuha | No of Groups | No of working committee | No of outreach |
|-----|--|--------------|-------------------------|-----------------------------|
| 1 | Community Based Balsamuha group Babasaheb Ambedkar Nagar, Babasaheb Ambedkar Nagar (Rehabilitated), Ganesh Murti Nagar, Babasaheb Ambedkar Nagar, Shivshakti Nagar, Masjid Bandar, E ward -2 | 8 | 225 | 555 |
| 2 | School Partnership Programme – Balsamuha group Colaba Mun. School-2, Janabai Mun. School-2, Lord Harris Mun. School-2, Shivaji Nagar Mun. School. Govandi Marathi -2 & Shivaji Nagar Mun. School. Hindi Medium-2 | 10 | 194 | 3507 school strength |
| | Total | 18 | 419 | 4062 |



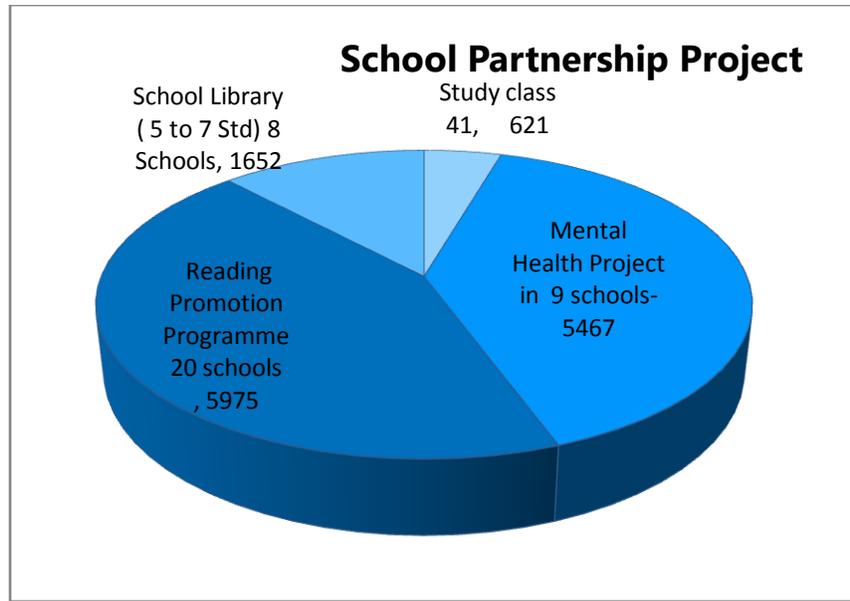
School Partnership Programme

The School Partnership Project has been a step towards strengthening the existing educational system and enhancing the schooling experience for children. The project is an effort to strengthen the education system in partnership with MCGM to improve the quality of education.

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, Reading Promotion and the Mental Health Project. Other activities include – E-learning, competitions, workshops, educational visits etc.

School Strength

| Name of School | Project Initiated in | Medium of Instruction | Total Beneficiaries |
|---|----------------------|---|---------------------|
| Colaba Municipal School | 1999 | Marathi No. 1 Marathi No. 2 Hindi No. 1 Hindi No. 2 English | 3193 |
| Janabai & Madhavrao Rokade Municipal School | 2005 | Marathi | 458 |
| Lord Harris Municipal School | 2010 | Marathi | 244 |
| Borabazzar Municipal School | 2010 | Hindi | 202 |
| Colaba Market | 2010 | Marathi | 191 |
| East Byculla Municipal School | 2010 | Marathi | 839 |
| East Byculla Municipal School | 2010 | Hindi | |
| Shivaji NagarMun School | 2010 | Marathi | 1424 |
| Shivaji Nagar Mun School | 2010 | Hindi | |
| Deonar & Shivam Marathi 1 | 2012 | Marathi | 573 |
| Deonar Marathi 2 | 2012 | Marathi | 360 |
| Deonar Marathi 3 | 2012 | Marathi | 475 |
| Deonar & Shivam Mun School | 2012 | Hindi | 1339 |
| Abhyudaya Nagar | 2012 | Hindi | 330 |
| Dongari Mun School | 2012 | Marathi | 232 |
| Mandvi Mun School | 2012 | Hindi | 183 |
| Total | | 20 schools | 10043 |



Study class

In any given municipal school class, one can identify at least 25% students who are way below the expected level of class. The reasons are many viz. first generation learners, little or no help at home, coming from different language, etc.

Provision of additional inputs to such learner during the regular school hours by giving special attention is the major component of study class programme.

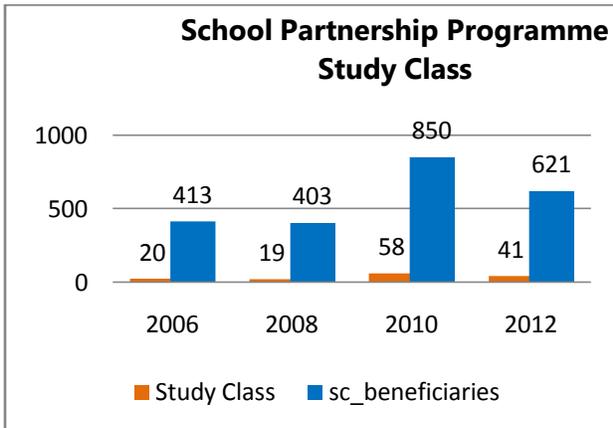


Pulling, stretching, rolling and pounding Clay has proved to be a fun way in helping children strengthen the muscles in their hands which in turn help in developing the fine motor skills.

Children were given an opportunity to color and scribble which aided in the development of holding and grasping abilities. They were also given various tearing, folding and pasting activities such as collage work to help them to be writing-ready.

Likewise, activities such as putting seeds on a drawn pattern, finger painting, sorting, classifying and matching objects, Identification and classification of different objects, Collage, Basic writing activity, Beads Rowing to improve concentration, Tracing of drawn letters of alphabet for helping them understand the letter of alphabets better, Puzzle solving, identification of colors and clay work for improving motor skills were taken in the class.

To build the language skills activities like using flash cards, playing rapid fire, using display charts to evoke children’s expressions are taken in class.



In one of the classes a chart of aquatic animals such as crocodile, crab, turtle, fish etc was shown. A girl named Angita asked, "A Ship also stay in water. So is it an aquatic animal?" The teacher replied, "Ship is a non-living thing and aquatic animals are living creatures"

Mukta Lekhan 'Free Writing' activity was taken in class every month. The point of this exercise was to open up their mind, unleash their creativity and encourage the movement of their writing hand. Rough paper, sketch pens, pencils, marble papers, colors, clay and other materials were provided to them. Children were excited to learn that they could do anything they liked with the items provided

To build mathematics skills, the teacher planned various activities to introduce new numbers, concept of tens, mathematical operations like addition and subtraction. Gali Gali Sim Sim Financial kit was used to understand transaction of money and consolidate and build on mental calculation skills.

Ascending and Descending order, even and odd numbers, weights and measurements were the concepts which were taken in class using fun filled activities.

The concept of simple multiplication was introduced in one of the remedial classes using bundle of sticks. One of the kids name Ramzan remarked, "Finally I understand the concept of multiplication. I used to find it so difficult."

Now Emraan is more regular to School.....

10 years old, Emraan Shaikh is a student of first standard in Janabai School. Three years ago, he was studying in the second standard in the same school. However, he left school and has now re-joined in the first standard. He often used to hit his classmates. He was disinterested in studies and often missed classes. His brother informed us that their aunt had stopped Emraan's schooling as she wanted him to take care of and look after her daughter. One day, our teacher noticed that his leg was badly bruised. On inquiring, our teacher learnt that he had been beaten up by his father.

Having observed him and his behavior for some time, our teacher decided to speak to him in order to change his outlook towards studies. The teacher started taking emran's help in forming a queue of all students, making them sit on the mat and in conducting activities. He was given small musical instruments to play during action song activity, story narration and educational games. Our teacher observed that muktlekhan activity captured his interest and so he was often asked to indulge in the same and draw and write whatever he wanted.

Over time a change has been noticed in his behavior. These days, whenever our teacher comes to take class, emran, on his own, fetches the mat and makes all his class-mates form a proper queue. He listens attentively to the stories and answers all questions related to it. He also makes stories by himself and tells them in class. His interest in muktlekhan activity is continuing. All these activities have sparked his interest in academics. He is now willing to learn and asks our dss teacher for help, in case he gets stuck. His attendance in school has also improved and he is now more regular.

Reading Promotion Programme

The multiple audio visual media in society has pushed children away from reading. The boring academic books have further reduced their interest in reading. All in nutshell has closed doors that can add to their knowledge. **Reading promotion** programme has not only opened the world of books for children but has brought them close to books.

Reading promotion encourages children to



read and at the same time makes them to think and apply the knowledge gained. In every class of standard 1st to 4th one hour is completely dedicated to reading where multiple number of books are introduced to children under Reading Promotion Programme.

Door Step School increased its expanse of work by taking few more Municipal schools under its wings. The interventions in the new schools started with organizing the Reading Fairs, puppet shows and other engaging activities to attract children's attention and interest towards reading.

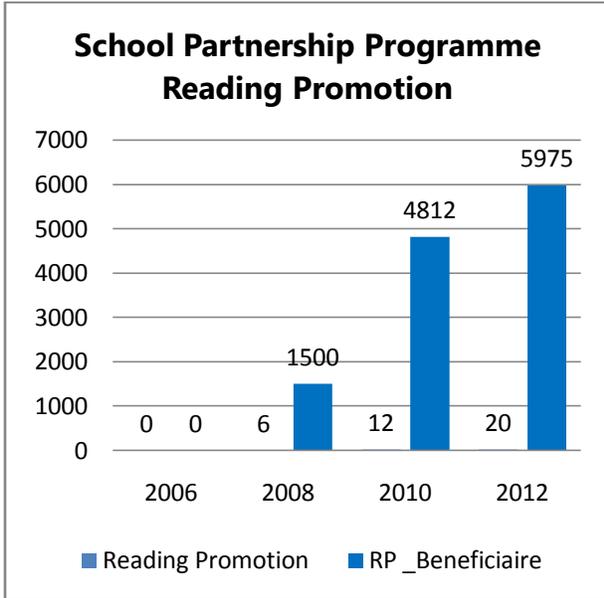
This year we developed the new performance indicators to gauge the progress of the child and also to quantify the qualitative results. The indicators were with a focus on Listening, Speaking, Reading and Writing skills with different weights attached to each skill based on the importance and relevance of the skills in line with the Reading Promotion Programme objectives.

Children enjoyed curricular activities like story narration which enhanced their speaking skills, Object/Picture/Subject talk which helped building their confidence in participating in an extempore.

After listening to the story of Lion whose bad breath turned his friends away, Ganesh immediately commented, "The Lion must not be brushing his teeth every day in morning hence he suffers from bad breath." Children often try connecting what they learn in class, especially when read stories. Just like Ganesh connected what he learnt in the good habits story to this other story of lion.

Other activities which were conducted in the class were sight reading, article reading, concept mapping, book reading and educational games to develop the reading and comprehension skills of children.





Library Program

Library activity provided a continuous access of reading material to children from Std 5th to 7th which not only inculcated reading habits in children but also provided support in sustaining literacy acquired. The library programme helps in getting the children's interest in reading books beyond their routine textbooks which in turn helps in increasing their knowledge and vocabulary. The children who initially



detest reading books are later found to be jumping with joy when the Reading promoter enters their class with a bag full of books. The enthusiastic children compete to volunteer to help in distributing the books in the class. Library programme was enjoyed by **1652** children.

One of our new readers, Preeti shared with her Teacher whom she fondly calls Didi that, "Didi whatever stories I read in the story books I go back home and narrate it to my younger brother. He too enjoys the stories and visualizes sequences which I narrate to him."

Mental Health Project

A fact which came to light after a long stint of working in the Municipal school is that a variety of children study together, which include children with special needs who are neither identified nor supported in anyway. Some of these children have Behavioral Issues, Learning difficulties, Emotional problems and Developmental disabilities.

Keeping this in mind, Door Step introduced Mental Health Project, which intends to identify and work with children having special needs and building sensitivity about their issues in the environment around. The Mental health worker appointed conducts individual and group counseling and also creates a support system by creating awareness about the issues faced by children and also tries to strengthen the child's meso system by building sensitivity about their issues.



Highlights:

The project covered around **5467** children in 9 MCGM schools

A classroom observation plays a vital role in assisting children's assessment and guides a path of line of support to be given to respective child. Classroom observation of total 632 newly enrolled children of Std. 1 was done and 75 children were identified for counseling out of which 68 were screened and 59 had more than one session.

The screening process included interacting with the children, checking them on the various areas of functioning, getting to understand the issues that they face and deduce the reasons for the same. Screening of some of the children who were identified in the classroom observations was done. Moreover, some children were also referred for counseling by Doorstep teachers and BMC teachers.

The screenings revealed that there were a proportion of children who faced issues related to behavior, anxiety, trauma, and emotions. The counselors worked on an ongoing basis with children who faced such issues. The children who needed regular support of the counselor were seen by the counselor once a week.

In the current year, a total 239 of students from 2nd to 7th standard have been referred by teachers or identified by our counselor. Of this 192 have been screened and 167 have had more than one session with the counselor.

A number of workshops were conducted for teachers (BMC and DSS) Role of counselor & Make your child's future for B.M.C teachers Team Work to build awareness among teachers about children issues.

Parents play the most important role in the development of child and so workshops such as Make your child's future, Role of counselor, Parenting style, Health & Hygiene, Results & Admissions, Food Habits & Orientation of activities with development in Balwadi were organized for them.

While doing observations at the school level counselors came across certain common issues among the children. Hence workshops on topics such as Study Skills, Self-awareness, Classroom Behaviour, Peer Pressure and Health & Hygiene for children were organized to support them to overcome the difficulties that prevent their growth as an individual.

Capacity building is an important aspect for upgrading the skills of the Mental Health workers for which Door Step School tied up with organizations like Arpan and Umeed for ongoing capacity building sessions like

Normal Development & Overview of Developmental Disabilities, Counselling Skills & Ethics, Narrative Therapy & Practices, Understanding of trauma & Child sexual abuse, Grooming process & its impact, Child Development and Understanding of counseling & its process.

E-learning

E-learning is a specially devised programme to introduce English to children studying in standard 1st of vernacular medium schools. This programme is specially devised to introduce English to vernacular medium children of standard 1st. This year the new dvds which were developed keeping in mind the syllabus of 2nd standard were also used to impart basic of English in the school. The programme covered **569** children of standard 1st and 2nd. Attempts are made to impart basic communication skills in English in a joyful way by using electronic media.

Observations:

- Children have started using some of the English words and phrases in the e-learning period.
- Children could relate to opposite words section in Gamegiri and gave examples when asked.
- Animated visuals have encouraged child participation and aided in the recollection of the vocabulary acquired. We could see that the children were quite fascinated by the monkey in dvd and even enacted its actions.
- It was observed that children of 2nd standard are using sentences of Kahaninagar section of Dvd in their daily conversation
- 80% children from senior group of Door Step School Balwadi could identify and articulate all words in dvd.



| Sr .no | School | Medium | Std | Session | No of beneficiaries |
|--------------|------------|---------|-----------------------------------|--------------------|---------------------|
| 01 | Dss | Balwadi | Sr.kg /Jr.kg | Morning/ Afternoon | 61 |
| 02 | Marathi -1 | Marathi | 1 st , 2 nd | Morning/ Afternoon | 140 |
| 03 | Marathi -2 | Marathi | 1 st , 2 nd | Morning/ Afternoon | 99 |
| 04 | Hindi -1 | Hindi | 1 st | Morning/ Afternoon | 80 |
| 05 | Hindi - 2 | Hindi | 1 st | Morning/ Afternoon | 139 |
| 06 | Urdu | Urdu | 1 st , 2nd | Morning | 70 |
| Total | | | | | 569 |

Workshops

With an objective to help children to understand difficult components of curriculum and beyond curriculum, a series of workshops were organised on subjects like language, mathematics, geography and science with the help of expertise available in-house as well as by inviting resource persons.

Geography Workshops

Mr. Nilesh Todankar conducted Geography workshops for students of 3rd to 7th standard of in Municipal school.

In 5th standard, using OHP, children were taught how to study and investigate a map to know about continents, countries, including information about their land forms, bodies of water, climate etc.

In 6th and 7th standard Mr. Nilesh Todankar beautifully covered the concept of Time Zones which are geographical world globe divisions of 15 degrees each, starting at Greenwich, in England, created to know what time is it now in another part of the world.

For 3rd and 4th standard he discussed map of Maharashtra and pointed out water bodies of Mumbai. He also talked about basics of map reading and encouraged children to solve puzzles for reinforcement of what was learnt.



Maths Workshop on Taxi Number

2012 was declared as the "National Mathematical Year" as a tribute to Math wizard Shrinivas Ramanujan. Ms. Diviya Dadlani and Ms. Ruchira conducted workshops for 100 students from 5th, 6th & 7th standard in Janabai School. They told the children in short, about his life, his studies, bringing in the concept of cubes and security using numbers with the help of the famous taxi number 1729. The second part of the session dealt with BODMAS. A simple exercise was provided to them which had sums with same numbers but different operations emphasizing on how important it is to think twice before answering and how not only the operations but also their order can make a big difference. For 6th and 7th, they also touched upon negative integers using number line.

Maths Workshop on Zero

The concept of zero may seem to be a very ordinary one and a claim to its discovery by India may be viewed as queer. The Workshop on zero started with the story of famous mathematician Bhaskaracharya who conceived the circular shape of zero after his name Bhaskar, which means Sun. Mr Ankolikar, the resource person, later explained the difference between Indian and western numbering system. Thereafter, he discussed about the importance of zero in various aspects of life.

International Girl Child Day celebration

Girls participated in Drawing and Writing Activity to mark the first International Girl child Day on 11th October 2012. Some girls wrote on topic 'Because am a Girl' and 'I am proud to be girl and 'I want to be.'

A rally was also organized in Municipal Schools with the objective of raising the consciousness towards the girl child so that she can be valued and respected.

Literacy Day

On 8th Sept. 2012, a rally was taken out in Municipal schools premise to create awareness about Literacy Day. Along with our teachers, children took initiative and made slogans in Marathi and Hindi which when translated into English read as 'Read, Write and Grow', 'We want our three rights : Food, Education and Love.' "We children are flowers; do not waste us by not educating us.'

A girl named Priya of 7th standard from Janabai School wrote, " If a woman studies her entire household reads and grows with her."

Fire Drill

Fire drill live demonstration was organized by Colaba Fire Brigade station for the children in Colaba School. 141 children have participated in this demonstration. The students were given a demonstration on the preventive measures to be taken to save themselves in the event of fire.

Suraj exclaimed, "In my life I saw first time got to know the detailed fire brigade personnel's role and the importance of their role in saving our



Maharashtra Nature Park visit:

During this visit to Maharashtra Nature Park has conducted variety of activities - nature trail, nature games, bird watching, and study of medicine plants. Children got information about species of plants, birds etc. BCPT volunteer conducted nature trail, Art & craft activity, storytelling, film show & Book fair. Children was really enjoyed this visit.



During the craft workshop, children made fan, boat, fish, joker nose etc. The most exciting part of this visit was a book fair, where children got a card of amount Rs. 100 and they were provided an opportunity to get the books by given the card cost of Rs.100. As per the children's interest they selected books. Each child could get around four to five books.

Ashraf said, " I have bought 4 books out of which I have already finished reading 3. One more is remaining and I am eager to read it and narrate the story to my friends."

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 safely 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.

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 2012-13, through Sponsorship Project educational material was provided to these children. Workshop and financial assistance were some of the other benefits they got.

Parents Meeting

Parents are instrumental in helping the child cope with the academic and sustain their learning process. As most of the parents have never been to school or are just have basic literacy skills, Door Step School staff continuously work towards building the capacities of these parents to help them support their ward's learning process. The capacity building process happens through the regular parents meetings conducted all throughout the year.



The topics of parents meeting for Balwadi, Study Class and Non Formal Education classes children were as follows:

Progress Cards Distribution and updating the parents about their ward's progress, Children's safety and protection, children attendance, children's performance. Also DSS staff conducted clay and lantern making activities with mothers, it helped to get their greater involvement in children educational process.

At community level, on 8th March 2013, Door Step School organized special program to celebrate International Women's Day. All slum community based women were present to attend this program, where resource person, Ms. Sheetal Kamble was invited to give information on domestic violence with women and current available provisions in system to help women who are living in difficult situations. The main purpose of this programme was to create awareness among women, so they will able to fight with odd situations of their life.

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.

| Groups | Target Group | No.of Trainees | Training scheduled on | Total training Days |
|--|--|----------------------------|---|---------------------|
| Group I | Balwadi (Preschool) Teachers | 27 teachers & 8 Assistants | 1 st & 3 rd Saturday + 2 Capsules of 3-4 days each | 22 |
| Group II | Community based NFE & Study Class Teachers | 25* | 2 nd & 3 rd Saturday+ 2 Capsules of 3-4 days each | 19 |
| Group III | NFE & Study Class Teachers of Hirandani Akruti Complex | 11 | 1 st & 3 rd Thursday+ 1 capsule of 3-4 days | 21 |
| Group IV | Study Class Teachers of the School Partnership Project | 24 | 1 st & 2 nd Saturday+ 2 Capsules of 3-4 days each | 30 |
| Group V | Reading Promoters** | 44 | 1 st , 2 nd & 3 rd Saturday+ 2 Capsules of 3-4 days each | 46 |
| Group VI | Area and Field Coordinators | 22 | | 7 |
| Total Participants From Within Door Step School - 131 | | | | |
| Group VI | Anganwadi Sevikas*** | 75 | 1 st & 3 rd Tuesdays | 6 |

* A group of 8 teachers who are part of the School on Wheels project did not attend training this year as it was decided to take class on Saturdays also.

** Training for this group was being handled by a coordinator who was monitoring their project. This same coordinator was taken on as part of the Training Cell and was dedicated for this group's training.

*** The training offered to the sevikas of the Central Govt's ICDS (Integrated Child Development Scheme) is an effort at collaborating with them to build their capacity as preschool teachers.

Composition of Training Cell

The coordinator of the CLC project who was also handling the training of the CLC team and the reading promoters is now part of the Training Cell. Her main role remains training of the same group she used to but she now has the support and guidance of the other trainers.



We have made great efforts to identify and recruit more trainers for the cell. Four suitable candidates were identified of whom one has joined as a Lead Trainer from June 2012 and one as a Field Trainer from February 2013.

Including these 2 additions to the cell and exit of 1 Lead trainer, we now have 3 lead trainers 3 field trainers and a Director.

The 2 field trainers were deputed to Ward A & Ward M. The rest of the team went to the field as and when necessary, sometimes at the request of the team in the community.

Trainings Conducted for Balwadi Teachers

- Activities and Processes That Encourage Language Development
- Science For Preschooler
- Teaching Aids you can use for teaching letters of the alphabet to preschoolers
- Using the Name Tag as a Teaching Aid
- Preparing the Blackboard for the day
- Counting for Preschoolers
- Effective use of the Blackboard in a preschool
- Picture Reading
- Making Scrap books
- Art & Craft
- Starting a Class Library For Preschoolers
- Using the observations noted for each child to review the progress
- Readings from 'Totochan'

- Reviewing Children's progress through observations noted during the year & filling individual report cards
- Me and My Balwadi - This session was designed to help eliminate some misconceptions and enhance their understanding of working with preschoolers.
- Introducing English using the DVDs prepared based on State board curriculum for Stds I & II -This has been successfully used in 3 wards. The kids are exposed to it once a week in the CLC/ Computer Centre and the teachers incorporate some of it in the classes regularly.

Trainings Conducted for Teachers of Community based Non Formal Education and Study Classes

- Picture Reading
- Simple Science Experiments
- Using the Planning Book
- Me and My Class
- Muktalekhan And Self Expression
- Classroom Management and Healthy Interaction with Kids Resource Persons – Counselors from Umeed
- Scrapbooks
- The Calendar as A Teaching Tool
- Preparing Reading Material for the Vachan Mela
- Reading– Understanding the process and what needs to be done to build reading skills in the classroom. As a part of this training, video clips of children from our classes with a varying reading competency levels were screened. This became a very effective tool in demonstrating what goes into the reading process and what the level we want our children to achieve is.

Training Conducted for Teachers of Community based Non Formal Education and Study Classes of the Hiranandani Akruiti Compound

- Addition & Subtraction – stages within and how they can be introduced in concrete and taken on to the abstract. (Part of this was a revision from what was done last year)
- Sight Reading
- The curricular framework
- Punctuation – use of the Full Stop and the Question Mark
- Grammar components- - Number, Gender, Noun, Preposition, Pronoun
- 100% use of the newspaper
- Understanding the Reading Process
- Preparing for Reading Assessment
- Developing Reading Material
- Using a variety of Teaching Aids
- Muktalekhan and Self Expression
- Picture Reading
- Language games
- Administering test and noting performance

Training Conducted for Teachers of Study Classes under the School Partnership Project

This group comprises of many new recruits therefore a lot of revision was required. A lot of time was spent with this group for creating a framework for appropriate for their needs as they have very limited time with the children, approximately 40 mins a day for 5 days a week.

Also the students referred to them are all those who have some difficulty in coping with academics, so they are required to move at a relatively slower pace.

- Introducing letters of the alphabet
- Pre numeracy readiness
- Introducing Numbers
- Simple Addition & Subtraction
- Sight Reading
- Goal Setting
- My Class & I
- The Calendar As A Teaching Tool
- Muktalekhan And Self Expression
- Reading– Understanding the process and what needs to be done to build reading skills in the classroom
- Puppets
- Concept Mapping

Training Conducted For Reading Promoters

This group also comprises of many new recruits. The program design too has been changed completely in an effort to get the children reading whole language without actually teaching letters of the alphabet. With the change in the design we have also brought in a change in the indicators to be assessed and how the assessment is to be conducted. The Reading Promoters spend only 2 periods a week with a class. Each period is of 40 minutes.

- Planning for class
- Sight Reading
- Preparations needed before telling a story in Class
- Parallel Activities related to story telling
- Selecting level appropriate books for a class
- Reading– Understanding the process and what needs to be done to build reading skills in the classroom
- Understanding the indicators to be assessed
- Conducting the assessment
- Picture Reading
- Selecting Sentences from the Text book for reading aloud together
- Open and close ended Questions
- The Calendar – Teaching Tool
- Language Games
- Show & Tell
- Using Puppets
- Selecting / Developing reading material

Training Conducted For Coordinators

- Conducting Parents' Meeting
- The Scrap book Activity in the Class
- Effective goal setting for children of different levels
- What should go into a Door Step School report (Was conducted by our Associate Director for Community Based Direct Services)
- Mandala (A form of art enabling self expression and ventilation, conducted by Ms. Neha Bhatt, an external resource person)
- Reading – Understanding the process and what needs to be done to build reading skills in the classroom
- Promoting Reading through Story Telling & various related activities. Resource person - Sujata Noronha of Bookworm, Taleigao, Goa
- Understanding Children's Literature and setting up a library Resource person - Usha Mukunda of Centre For Learning, Bangalore



On the Occasion of International Women' Day, Gurmeet Singh of Studio Blacksmith was invited to take a special session on "How Teachers Can Enable Social Change and Empower their Students".

The Training Cell Members took the opportunity

- To attend a workshop a 3 day training on The Role of Stories in the Lives of Children organized by BCPT & conducted by Latika Gupta
- To visit an exhibition organized by Pune based NGO, Apanach, on "Continuous Comprehensive Evaluation – a requirement of the Right to Education Act". Two trainers went for this beautifully conceptualized and displayed exhibition. It was more relevant to the formal school set up but as the focus was on the process of assessment in a class, it was helpful for us too.
- To interact with the Training Team of Door Step School, Pune
- To visit the preprimary and primary sections of the Bai Dosibai Jeejeebai School in Goregaon to observe some effective classroom practices they have evolved. One of these practices is related to counting for preschoolers, which we have already taken a session on and have introduced in our balwadis.
- To visit an exhibition put up by Mumbai Mobile Crèche displaying the work of their Teacher Trainees. The theme of the exhibition was 'Modes of Transport'

| Session | Organisation | Date | Attendees |
|---|-------------------------------|------------------|-----------------------------------|
| Impact assessment & Evaluation | BCPT | 15-16 March 2013 | HR Coordinator + Arnavaz |
| An Exhibition – Transport, A library for Preschoolers | Mumbai Mobile Creche | 9 March 2013 | Training Cell |
| Book Launch- My Godri | Comet Media | 22 March 2013 | Karuna, Binita, Vaibhavi, Arnavaz |
| On Completion of the first year of a new school, using | 3.2.1 Education Foundation | 12 April 2013 | Vaibhavi, Binita & Arnavaz |
| An exhibition of the work of trainee teachers | Muktangan On completion of | 27 April 2013 | Arnavaz, Sulbha & Vaibhavi |



Pune

I. Highlights : 2012-13

The year 2012-13 witnessed a strengthening of our 5 core programs and **launching of 3 new programs and several new initiatives**. We covered **142 construction sites** in our **Project Foundation Program** which includes various projects at Construction Sites, Community Learning Centers and School-on-Wheels, In our **Project Grow with Books**, which is our School Intervention program, we continued our work in **123 schools**.

With the continued support and faith of our funding partners, volunteers and tireless efforts of our staff, we bring you this year's annual report with success stories that should help you experience some of our satisfactions and successes yourself beginning with highlights of our 3 new programs.

'First Steps Forward'

In 2011-12 we had launched a new initiative on an experimental basis in 41 Municipal schools, called '**First Steps Forward**'. The program focused on achieving expected levels of reading skills, through regular guidance to all classes of 1st standard. The premise of this program is that at the end of the school year **only 7-12% of 1st standard children are able to read at expected levels**. This means over 80% students were being promoted to 2nd standard despite not being ready for the foundational skill of reading at the level expected in 2nd standard.

After launch, we saw a substantial increase in the percentage of children reaching the expected levels of reading. Therefore, in the year 2012-13, we extended the program to all 123 schools covered under our Grow with Books program.

We are happy to report that **a phenomenal 53% of the total 1st standard children in 123 schools reached the expected levels of reading**, Additionally, we noted that **86% of those who attended a minimum 80% of school days reached the expected levels of learning**. This highlights yet again the impact of regular attendance on children's ability to learn. The disheartening fact however, is that less than 50% of enrolled children attend school regularly (80% of total school days). We are looking for creative ways to better the attendance.



'Every Child Counts- Citizens' Campaign'

Door Step School launched the 'Every Child Counts- Citizens' Campaign' in November 2011, inspired by various global initiatives and programs targeted at **the UN Millennium development Goal of "Universal elementary education for all by 2015"**. The Key goal of the Campaign is to reach and enrol all children in the age group of 6-7 into mainstream schools over a period of 3 years.

In India, the **'Right To Education (RTE) Act 2009'** provides for 'Free and Compulsory' Education to all children 6 to 14 years of age. However communities of construction labourers, pavement dwellers and other migrant communities are typically not aware of their rights. As a result, even in the 3rd year since RTE, we see large numbers of out-of-school children around us. In the city of Pune alone there are more than 1000 construction sites and community dwellings of migrant workers of which various NGOs reach a mere 10%. According to a recent UNICEF report, an estimated 16 million children in India migrate annually, resulting in non-enrollment and disruption of schooling.



To address the remaining 90% locations and the thousands of school age children who live there, we launched a creative new campaign called **'Every Child Counts'** in November 2011.

264 individual volunteers and 42 organisations including Corporate offices, educational institutes, NGOs, Schools, Government departments and Media entities participated in the Campaign. **1354 children were admitted from 400 sites.** This campaign has succeeded in reaching construction sites and dwellings beyond those reached by NGOs including Door Step School and also creating awareness and increasing involvement of Citizens in supporting the Right to Education.

'Parent's Participation in Children's Education'

We realized that our efforts at mainstreaming children in our Educational Activity centers and through the Every Child Counts -Citizens campaign can have a long term impact only if Parent's role and participation is strengthened. We therefore came up with yet another creative new Project called **'Parent's Participation in Children's Education'**. We launched it in February 2013 with **CSR support from Rural Electrification Corporation, Delhi.**

This Project aims at reaching 900 parents and children at 150 locations in 2 areas of Pune city, where migrant parents at construction sites, labour camps and other dwellings are concentrated. Through this project, we aim to educate parents on their role in enrollment and continued attendance of children in schools.

We take pride in our recent **empanelment with the National CSR Hub of Tata Institute of Social Sciences (TISS)**. This empanelment also facilitates our partnership with Central Public Center Enterprises (CPSEs) and be the implementers of their CSR initiatives for 5 years from 2012. Our partnership with Rural Electrification Corporation is an outcome of this empanelment and we look forward to similar engagements in the coming year.

During the year, we also launched a few **key initiatives** to expand the reach and impact of our programs and make our operations more efficient.

A. Expansion through Collaboration

As always, expansion solely through our own administrative and financial abilities has been limiting. However, the fact remains that there are many more construction sites and slums where no NGOs are working, we believe it is in the tune of 600-800 sites in Pune and its periphery alone. These children therefore never get an opportunity at formal education. This has troubled us for years and we strongly felt that an alternative solution must be devised so many more children can benefit from our programs.

With the help of our funding partner "**Vibha**", we organized a 4 day **outreach workshop in Pune and invited 25 NGOs** to attend. Our goal was to share our tried and tested methodologies, process and learning so other organizations could adopt and execute them. We introduced NGOs to our Educational Activity Centers at construction sites and invited them to adopt this model to start similar centers in their areas by working with builders. Door Step School offered participating NGOs various partnership models to start and run these centers.

Two NGOs have so far come forward with their intent to try out the model. We look forward to this initiative gaining momentum this year.

B. Outreach tools: Website, Documentary, Presentations

In our continuing efforts to bring our work to more sponsors, volunteers and well wishers, we have revamped our website to make it more interactive and informative. A map of current locations of all projects, upcoming events and volunteering and donation opportunities are a part of this website. We have also created a 20 minute documentary in English and Marathi, covering all our programs. This has made it very efficient to introduce our work to potential sponsors as well as for volunteer orientation.

Tech Mahindra Foundation invited Door Step School to present our exemplary financial and qualitative documentation best practices as well as our data capture and data management processes to 15 NGOs. The session was received very positively and Tech Mahindra requested us to conduct a detailed workshop later this year.

C. Volunteering Programs

Volunteers have been an important part of operations at Door Step School, Pune. In addition to bringing a variety of skills to assist us with various tasks, volunteers play an important role in motivating the children. Children look at them as role models and aspire to become like them when they grow up.

Last year, we saw an increase in the number of interested individuals and Social Responsibility wings of corporations wanting to volunteer at Door Step School. We therefore felt a need to appoint full time staff to enhance the volunteer database, create a calendar of volunteer events etc. and to generally oversee and manage the larger number of volunteers that began to come through Door Step School. In February 2013, we organized a '**Volunteer Meet**' to regroup our volunteers and reach out to new volunteers. Volunteers shared their experiences working with children and teams at Door Step School.



In the year 2012-2013, we had over 150 volunteers working on various field projects as well as helping in data entry, administrative tasks and making teaching aids.

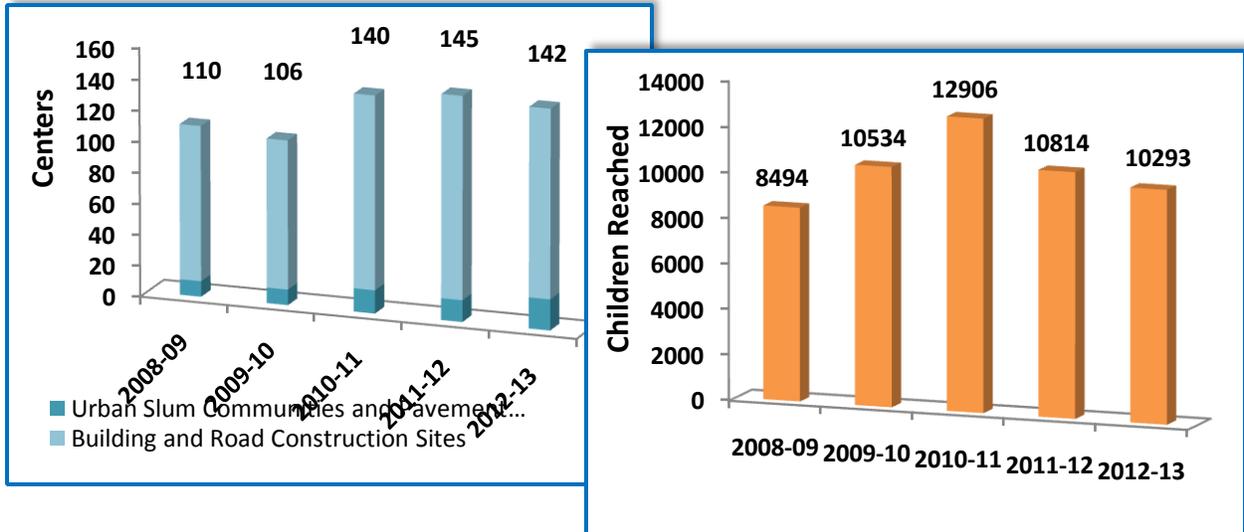
D. Enlisting builders and Government for financial support

Our **Educational Activity Centers at Construction sites continued to receive full or part financial support from builders at all 142 sites** in 2012-2013. Getting builders' full financial support is crucial to sustainability of this program, since it reduces our dependency on external funding to run these centers and **we are delighted to have increased the number of sites fully supported by the builders by 29 more than last year.** Our partnership with builders continue to progress with great strides and our builder partners are additionally providing better facilities, helping with parents meetings, conducting events and providing snacks to the children, beyond just financial support. **We have come a long way and greatly appreciate and value this partnership.**

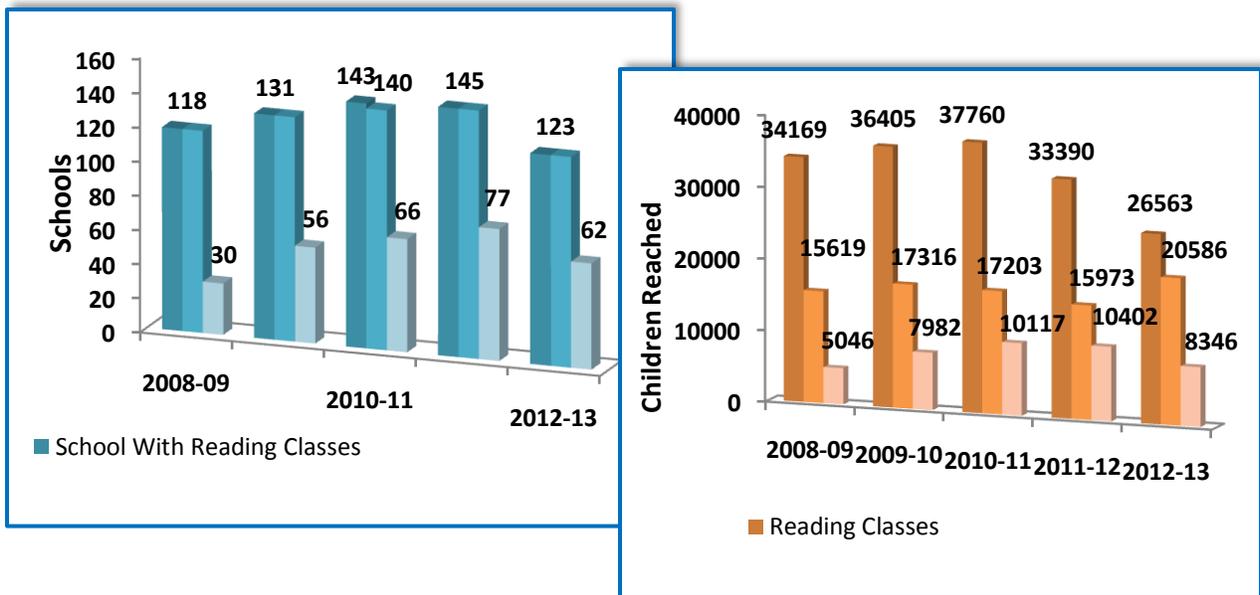
With our continued efforts to garner support from the Pune Municipal Corporation (PMC) Education Department, in line with the Right to Education rules, we received **funding for school transportation costs at a few schools .**

Our Programs - The last Five Years (2008-2013)

A. Project 'Foundation' - Educational Activity Centers



B. School Intervention - Project 'Grow with Books'



C. Community Learning Centers

| | 2008-09 | 2009-10 | 2010-11 | 2011-12 | 2012-13 |
|----------------------------------|---------|---------|---------|---------|---------|
| Computer Classes | 331 | 224 | 212 | 216 | 154 |
| Community Based Libraries | 796 | 660 | 712 | 664 | 527 |

Activities at a Glance (2012-13)

| Project Foundation (Construction Sites, Community Learning Centers and School on Wheels) | |
|---|----------------------|
| Program / Project | Beneficiaries |
| Literacy Classes | 3005 |
| Study Classes | 2421 |
| Pre-Primary Education | 4867 |
| Crèche | 2705 |
| Total | 12998 |
| School-on-Wheels | 237 |
| Reading Rooms at CLCs | 564 |
| Community Based libraries | 160 |
| Child to Child libraries | 254 |
| Library run by Volunteer | 113 |
| Computer Classes at CLCs | 154 |
| Science Laboratory at CLC | 70 |
| No. of children enrolled in Government Schools | 965 |
| School Transportation Provided | 1122* |
| Quest –Science & Math Laboratory | 134 |

**In addition, 547 children were encouraged to walk to school with parents or by themselves*

| Grow With Books Program | | |
|--------------------------------|----------------|----------------------|
| Project | Schools | Beneficiaries |
| Reading Classes (Std I to IV) | 123 | 26563 |
| Lending library (Std. I-IV) | 123 | 20586 |
| Lending library (Std V-VII) | 62 | 8346 |
| Book Stock | | 139931 |
| Book Publications | | 27 |

| Parivartan Training Center | |
|-----------------------------------|----------------------|
| Training | Beneficiaries |
| New Teachers Training | 130 |
| Refreshers Training | 130 |
| Book Fairy Training | 469 |
| Parent Participation Program | 15 |
| Training For Other Organizations | 31 |
| Total | 775 |

| Every Child Counts-Citizens' Campaign | |
|--|------|
| Sites Surveyed | 802 |
| Children Enrolled | 1354 |
| Transport Provided | 200+ |
| Volunteers Involved | 250+ |

| Parents' Participation In Children Education | |
|--|------|
| Construction Sites | 166 |
| Parents Counselling | 766 |
| Children Located through Survey | 1559 |
| School Drop-outs (1 st & 2 nd Std) tracked | 339 |

Details of all these Programs are presented in the rest of this Annual Report.

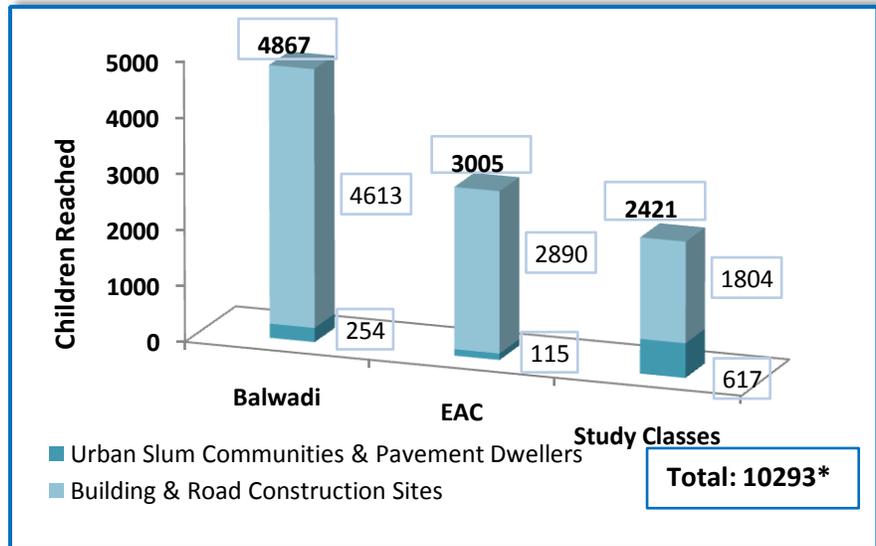
II. Project Foundation

Educational Activity Centers

During the year 2012-13, we covered 12,998 children through our education programs targeted at children who are 0-14 years, at our **Educational Activity Centers** on **142** construction sites through our four core Programs.

1. Child Care Centers (Crèche) - 0-3 years
2. Pre-primary education (Balwadi) - 3-5 years
3. Literacy Classes - 6-14 years
4. Study Classes - for all school going children

This included 986 children from 19 slum communities and 1 community of pavement dwellers.



* Does not include children who are 0-3 years who are part of our day care centers

We cover these 4 programs in detail as well as activities that support these 4 core programs in the sections below.

1. Child Care Centers (Crèche) ,0-3 Year Age Group

Of our 12,998 children at construction sites, **2705 are 0-3 years of age and avail our day care facility at 113(80%) construction sites, a significant increase from 94 (64%) sites last year.** Taking care of their younger siblings (infants and toddlers) has become a critical activity for us so that the older children may attend school.

The size of this age group has been growing steadily in the past 2-3 years which led to the 'Crèche workers' training module' created by our Parivartan Training Center, aimed at all new teachers. We also pay special attention to how we run our day care centers Whenever possible, we arrange for a separate room or at least a wall between the class and the Day Care Center. Whether or not we can provide a separate facility, we always make sure to have a separate teacher to take care of the younger siblings. At centers where there are less than 6 infants, our onsite staff attend to them.

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

The Balwadis (Kindergarten schools) let us prepare children for school at an early age, improving their chance of performing well later on hence are a very important for our work. 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 the **“Learning through Projects”** methodology, where the child is taken through topics like “trees”, “flowers” etc, one topic every month. The month wise calendar of topics is now followed uniformly at all our 'Balwadis'. 4867 children were reached through the Balwadi classes last year.

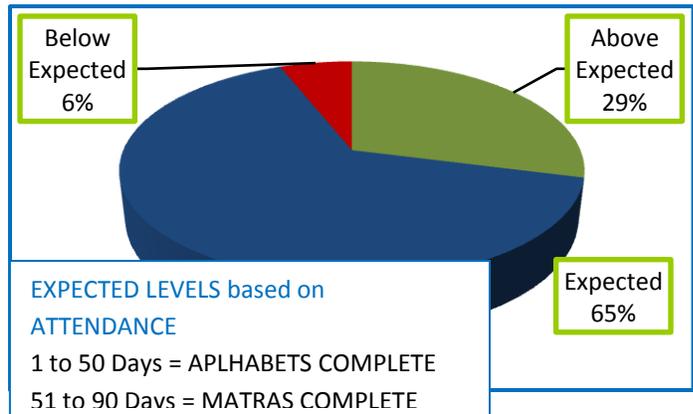
3. Literacy Classes - 6-14 Year Age Group

Though most children in the 6-14 year age Group are enrolled in mainstream schools, there remain many children who are unable to attend schools . The reasons are often childcare responsibilities as well as parental concerns of language or cultural differences and safety of children.

We run Literacy classes for these children at the Educational Activity Centers , where they are taught basic literacy and numeracy. 3005 children were provided education through these classes.

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

We can see from that 94% of children were either at the expected levels or above the expected levels of literacy. This data also includes children who have migrated or dropped out.



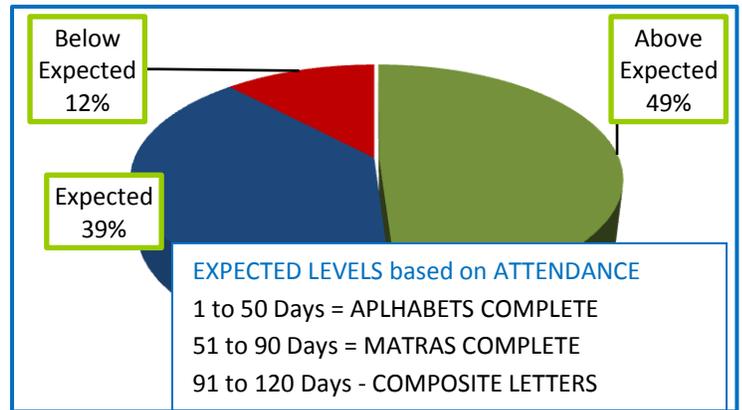
"I am Akash Babu Rathod. I am 10 years old and live in the Labour Camp near Hinjewadi. I used to be at home watching TV or would go out to collect saleable garbage or just play with other boys in the sun. I once went to Door Step School class out of curiosity and like d it. Now I am keen to study and get employed in a company. I can read and write".

4. Study Classes School going children in the 6-14 Years age Group

Study classes support school going children with their regular studies outside of school, focusing on basic literacy and numeracy skills. In accordance with Right to Education Act (RTE), we directly enrol children into age appropriate standards in school. However, these children need help to cope with learning levels at school, most being first generation learners, typically from Std. I and II.

The performance of study class children is actually measured by their performance in the reading ability tests that we conduct in schools.

However, as for our Literacy Classes, we additionally measure and analyze their literacy progress based on attendance.



We can see that 88% children are at or above the expected levels. **And the good news is that 12% of children below expected levels is against 15% last year.**

8 year Shilpa lives at a construction site and her parents hail from Karnataka and neither of them is literate. They were hesitant to enroll her in a school in Pune where teaching is in Marathi.

After persistent efforts by the Door Step School staff, Shilpa's parents finally agreed and she enrolled in 1st Standard at the Government school in June 2012.

Shilpa now reads the Marathi paper to her parents everyday! She also taught her father to affix his signature and he proudly did that at the parents meeting in her school.



The academic performance of our children attending mainstream schools continues to remain good. Our teachers agree that children who attend our study classes generally do well in schools.

The state government conducts a test for all 2nd standard students. Students who score above 75% in these tests are enrolled in 3rd standard in special schools called "Vidya Niketans" run by Pune Municipal Corporation. These schools are meant for students of Standard III to VIII with

higher academic potential. School uniforms and transport is provided free of cost to these children. We are proud to announce that **14 Door Step School children were selected to join Vidya Niketan Schools this year.**

Apart from these four core educational programs our team has been working on a few other interventions necessary for making education of the children self-sustaining.

A. Mainstreaming children through Enrollment into Government Schools.

An ongoing and core focus for us, we enrolled 965 children into municipal schools last year and provided them support such as school transport, study classes and reading rooms.

Our informal observation about a reduction in the number of totally illiterate parents continues to be true this year as well. Our data shows that the woman of the family tends to be more educated than their male counterpart which actually works favorably towards continuity of children's' education. This is substantiated by our data that **about 15% of the newly enrolled children already had a base of education from their previous locations.** This helped them attain the expected levels of learning much sooner. **92% of children reached 'Expected' or 'Above Expected' levels of learning, of which 38% were in the 'above expected levels' category.**



B. Tracking Migrant Children

We have been trying various methods over the years, to address the discontinuity of education, much of which is inherent to the nature of the construction business necessitating that families migrate from one site or city to another and children forced to discontinue their schooling.

Continuing our initiative begun in 2011 to track children who migrate, we were able to track 1137(43%) of the 2643 children who migrated from our centers during the year 2012-13, as compared to 590(12%) in 2011-12. **Of the tracked children, 962(85%) were confirmed to continue schooling. Exceptional efforts on this by our staff is worth mentioning** and the data reassures us that our efforts are creating the right impact on these children and their parents, in recognizing the importance of continuing education.

25% of the Total children who enrolled with us were enrolled for less than 10 days. These are children of visitors or workers who are contracted for short periods at the construction

sites. Though they are at the sites for a very brief period, we hope that their exposure to education will encourage them to seek out schools wherever they move.

C. School Transport Facilities

Providing for school transport is a critical supportive service. Transport is needed for taking children to municipal schools as well as for gathering them from different construction sites to one location for conducting classes.

We provided school transport to 1122 children from 142 construction sites using 4 of our own vehicles, 1 PMT bus and private vehicles. Additionally, **547 children from 43 locations either walked to school or used a means arranged by their parents.** Much persuasion and convincing in the initial months brought about this mindset change in the parents and we consider it a significant milestone in parent involvement in the education of their children.

D. Special Initiatives for Environment and Hygiene

Awareness:

Our **'Parisar Abhyas' Program** designed and developed last year in partnership with Praj Foundation to promote **'Environment Awareness and Education'** continued into this year. The program has reached **1478 children at 25 centers** through trainings and educational activities.



We also continued our partnership with Kirloskar Foundation to implement the **Water Sanitation and Hygiene (WASH)** at 25 construction sites covering over 650 children. All these initiatives have helped create greater awareness in children as well as their parents.

E. Math and Science Activities

Quest is a science and math activity center for children founded by Mrs. Malati Kelkar.

DSS organizes visits in groups of 8-10 children to Quest, once a week for a two-hour session per visit. 134 children from 7 different locations enjoyed attending Quest once a week.

This year we provided training to our supervisors and co-ordinators to enable them to carry and impart the same knowledge to more children at different sites. They learnt some basics of practical science such as air pressure, wet and dry garbage, solar system, colours of sunlight and uses of oxygen.

Door Step School, Quest Science Lab and Vibha Volunteer Group organized a **Science Quiz for children living on construction sites** in Pune. Around 100 school-going children from different construction sites participated in it at Golwalkar School, Aundh on Sunday, 21st October 2012. Most of these children attend Quest Science Labs in Aundh and Pashan.



The quiz was conducted in two groups - Junior (age 6 to 10) and Senior (age above 10). Questions asked were related to Science, Maths, and General Knowledge.

The teams were named after famous Indian scientists, such as APJ Abdul Kalam, Ramanujan and Homi Jehangir Bhabha. The main objectives of the quiz were to encourage

children in public speaking and to evaluate their capability of applying what they had learnt at the right time.

Apart from participating teams, the audience, too, was well prepared to answer the questions. One team from each of the two groups was declared as winner.

The Quest Science Lab team led by Mrs. Malati Kelkar set up the question bank. The event was organized by Vibha volunteers. All 100 children enjoyed the quiz, and the winners returned home flaunting their medals!



Quest and Doorstep would love the once a week participation of young scientists to work with a few of these children who show potential.

III. School-on-Wheels

School on Wheels is our flagship Program and also lends itself to the name of our organization, Door Step School. It is a bus designed in the form of a mobile classroom and is typically used in situations where an allocated space, a tin shed or a room is not provided by the builder either due to procedural delays or occasionally due to non cooperation. Rather than wait, we then begin our classes in School on Wheels.

We also use the School on Wheels to reach children at nomadic communities, whose parents often engage them in their traditional professions such as street performances or making and selling artifacts.

The Educational programs and activities listed in Section I under Educational Activity Centers are all replicated on the School on Wheels bus. The key difference is that our Centers at Construction sites are available 8 hours each day, while the bus is present for 2-3 hours at one

location and covers 2 or 3 locations every day. This helps us reach more communities and children.

"School on Wheels" bus was used at 6 locations covering 237 children. It catered to children from smaller construction sites where setting up a classroom was not practical or the builder was not inclined. It also helped children at a roadside hutment of nomadic families to get their first exposure to learning and education. The bus was also used this year for transporting 82 children from 9 sites to school.

We share the story of a cluster of hutments belonging to a nomadic community along the Mumbai Pune Highway. In the month of June 2012 we admitted children living in the hutments in the Pune Municipal Corporation School (PMC) at Balewadi.

Within four days of admission the PMC school teachers informed us that the children we had admitted are unclean and unkempt, fight a lot among themselves and use foul language. They also said that these children are problematic and disturbing the class. Therefore their admission would have to be withdrawn.



We were told to reform the cleanliness, communication, and study



habits of 14 children whose admissions were withdrawn and after that they assured us of their readmission to the school.

Our work began by taking the School on Wheels to the community and engaging the children for 3 hours each day in various educational activities. In the afternoon these children were taken to the Windsor study center nearby to enable them to interact with other school going children.

Within a few days we noted a tremendous change in the attitude of these children. They were then readmitted to the PMC school in Balewadi and the teachers were all praise for them thereafter. We are extremely happy to see this transformation in a short period of 4 months.



The teachers are also extremely satisfied that their efforts have proved successful and brought about a turning point in the lives of these children.

With support from Rural Electrification Corporation and under the **Parent's Participation Program**, we plan to add another School on Wheels Bus to our Pune location in order to reach more communities around Kondhwa and Mohammedwadi.

IV. Community Learning Centers

Community Learning Centers are our umbrella locations for addressing different literacy needs of nearby Communities.. Community Learning Centers provide an entirely new set of services such as Reading Room, Community Library for children and adults and a Computer Center. We also conduct here Balwadi, Literacy and Study Classes along with providing day care facilities through Educational Activity Centers as we do on construction sites.

The community library, reading room and computer classes mainly target children from middle and secondary schools whereas our Educational Activity Centers addresses pre-primary and primary school going children in the communities.

Door Step School currently runs two Community Learning Centers(CLCs). In 2002, we started the Dada Paranjpe Abhyasika in Dattawadi. And in August 2003 we started the Bapusaheb Chowgule Center in Shivaji Housing Society near Senapati Bapat Road. We appreciate the continued support of Tapobhumi Housing Society and Ms. Usha Deo that helps us run the centers smoothly.

We reached over 1500 children through the various programs at the two community centers.

1. Reading Room

Our reading rooms are meant for children of Standards I through X from the local communities, who need a place where they can sit undisturbed and focus on their studies. Several volunteers come here to teach English or science on a daily or weekly basis. In 2008 we first started a reading room facility for children of 3rd Standard and above, at a construction labour camp near DRDO to offset the need of children who had outgrown our study classes. Since then we have continued and even extended this service to 31 other construction sites.



During 2012-13, 564 children availed our reading room facilities at the Community Learning Centers and at construction sites.

2. Community Libraries

Community libraries are one of the pillars among Door Step School's programs. Its main objective was to improve reading skills by providing easy access to a variety of reading material,

mainly story books which interest and encourage children to read. 160 children from nearby communities availed these facilities during the year 2012-13.

Children began to come to our Community libraries from various places, often 2 to 4 kilometres away from our centers. Since it is not possible for these children to come and exchange books every day, we responded to this need in January 2008 by starting a few smaller branches of our libraries in communities near the Dada Paranjpe Abhyasika in Dattawadi and the Bapusaheb Chowgule Center. Past students of our centers are appointed to look after the library which we call the '**Child to Child**' Library.

Each of these '**Librarian**' children carries a bag of 50 story books to their house and exchanges them every month. Children from the community come to the Librarian's house three days in a week and borrow books. Every child reads at a different pace. If a reader does not return a book after a week, the Librarians go to his house and get the book back. They keep track of the number of children and the number of books read every month.

Currently 9 children run these 'Child to Child' libraries in 7 communities and we are exceedingly proud of them as they are of their role.

We observed that significantly more books are being read from the child to child libraries, primarily due to ease of borrowing the books.

Neha says "I love reading. I value books as much as I value my friends. Reading has helped me keep my 1st rank in the class from 1st to 6th standard. We should always read good books. I will never stop reading."



Some **parents** of our children too expressed a desire to avail the Library facilities. We then expanded our Libraries in 2003 to cater to the adult readers as well and we call this the "Adult library". Last year 19 adults availed this facility while there were more readers in the first couple of years of our starting the facility.

We are deeply committed to enhancing a love for reading and books and will continue to extend this facility as long as there are readers.

3. Computer Classes

DSS runs computer classes at both our Community Learning Centers. DSS has evolved its own computer literacy curriculum based on needs of the community we cater to and our experiences.



It includes familiarization with MS Word, MS excel, Paint, preparing power point presentations and using the internet along with basic knowledge of hardware. In the year 2012-13, a total of 154 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 3rd to 4th, 5th to 7th, 8th to 10th and 10th standard upwards.

The curriculum for 10th standard upwards is equivalent to MS-CIT (Maharashtra State – Certificate in IT). The computer classes for standards 5th to 10th are run with a very nominal fee of Rs. 50/ month. There is a great demand by children belonging to this age group as they have easy access to computer training.

This year too, we conducted 2 special batches of computer training to cover the demand from college going children and housewives who have passed 10th Standard. A fee of Rs.500 is charged for this course to ensure the student's commitment. At the end of March 2013, 17 students completed the course of the 27 students enrolled and the rest are continuing.

When the teacher declared that she would be conducting a typing exam soon, Avinash a 7th standard student drew the key board on his notebook so that he could practice at home!

Nilofer helps her mother in doing household work in other people's homes. As soon as she finishes her chores, she comes directly to the computer class.

4. Science Practicals

Children coming to the Community Learning Centers usually visit the Science and Math activities at Quest once a week. It was not always possible for children at our Dada Paranjpe Abhyasika in Dattawadi to attend Quest regularly as it was 12 to 13 Km away. Fortunately, with help from our donors and Avantika Lavate, a volunteer who was willing to come once a week, we were able to start an alternative science practicals program in August 2007 at the Dadasaheb Paranjpe Abhyasika Community Learning Center.

This year, 70 students attended the practical classes conducted by one teachers where children got hands on experience of conducting simple experiments, to consolidate the basics of science taught in school. They are also more aware of scientific reasons for various natural events like eclipses and less prone to believe in superstitions.



Last year DSS had participated in a competition where the children from the center had made a 'balloon car'. **Deepak Videkar** made a new car and exhibited it in the school exhibition. The car was so much appreciated that it was displayed at an exhibition held in Bal Gandharva Kala Bhavan.

5. Other Activities

Apart from this, the Community Learning Centers have become a platform for a variety of additional educational activities for the children. Most volunteers teach children visiting the Reading Room, typically in English or Sciences on a daily or weekly basis. Trips and picnics are arranged to parks, cultural heritage sites and other places of interest around the city to provide the children with a varied exposure. These have included regular visits to Quest, as well as to Peshwe Park, a park that exhibits technological instruments as well as 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.

Khel Khel Mein (Sports Day) - This event sponsored by one of our Funding partners gave the children their first exposure to organized sports day and the opportunity to compete with children from other schools. 25 children from the Community Learning centers participated.

They were very excited to see a huge playground and won 2 Gold, 3 Silver and 8 bronze medals in the various athletic and sports events.



Leadership Camp: A 2 day camp was organized by Rotary Club for students of Std 9 and Std 10 to develop Leadership Qualities in children. 36 children participated.

Apart from presentations on 'Leaders and Leadership Qualities', the children participated in various activities and games to develop co-ordination, leadership and decision-making abilities.



Meeting Eminent Scientist Dr.Raghunath Mashelkar: At an event organized on his birthday, Dr. Mashelkar's chose to spend time with the children of Door Step School. He shared with them his life experiences, achievements, struggle and the hard work he had to put in to achieve success. He drove home the point that hard work and determination is the best road to success. He also explained the value of education and how it had changed many lives including his own.



The session greatly inspired children from our centers. We sincerely thank Dr. Mashelkar for spending time with our children.

We are very proud to see students of Dattawadi Community Learning Center pass their 10th standard board examination with flying colors. Most of these students are with Door Step School since 1st Standard.



All of them are in junior college now and looking forward to college in various disciplines thereafter. Since English is the medium of instructions in most junior colleges, our students who go from Marathi medium schools to English medium in junior colleges find it difficult to cope. Thanks to our Volunteers, who came forward and spent 3 days a week for 6 months in this critical need.

We would welcome help in conversational skills with such children on a once a week basis.

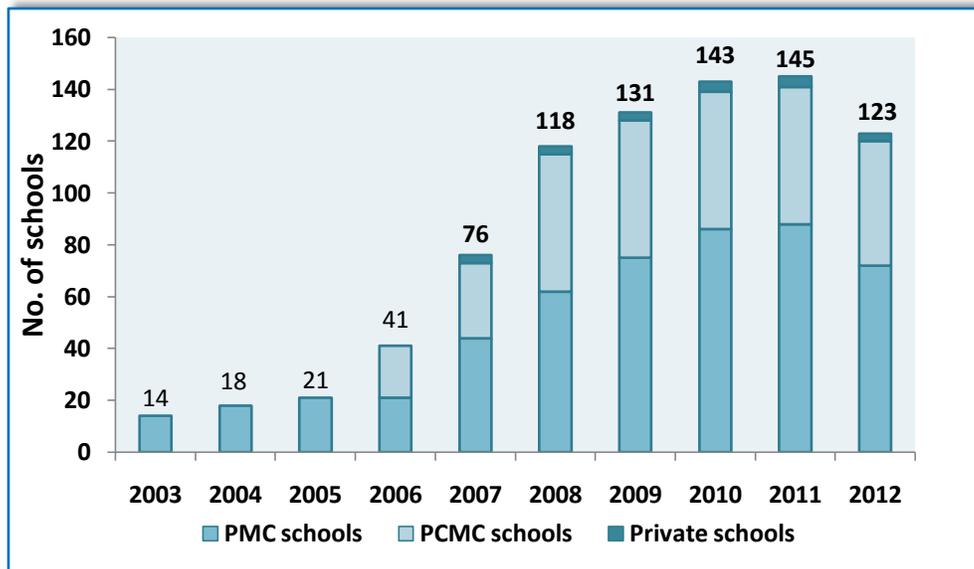
And support in the college education of the hopefuls among them would be a path changer for them and an arrangement we are equipped to orchestrate.

- 100 m race under 10 yrs: Venkatesh-Gold medal
- Long jump under 12yrs: Shammi & Pranesh-Silver medal; Prasad-Bronze medal
- 400 m under 14 yrs: Kiran-Bronze medal
- Relay race: Pranesh, Kiran, Pavan & Vaibhav Silver medals

V. Project 'Grow with Books'

Our school Intervention Programmes are grouped under a Project which we call "Project Grow with Books". We are very proud of the impact this program has had and the widespread benefit to thousands of children.

- ✦ Reading Class Program was initiated in 1999 in the primary section timetable of 10 schools. **After 12 years, it covers nearly 35,000 children from 123 municipal schools in the Pune and Pimpri Chinchwad areas.**
- ✦ Our Home Lending library was introduced in 2000 for the primary section in the schools where we were already working. Home Lending library for the middle school (standards 5th to 7th) was introduced in 2004 after a strong demand from the children. **25,000 children benefit annually, having access to a stock of 120 thousand books.**



We covered 34,809 children (1st to 7th Standard) under the 'Grow with Books' Program in the past academic year.

Reading Class Program

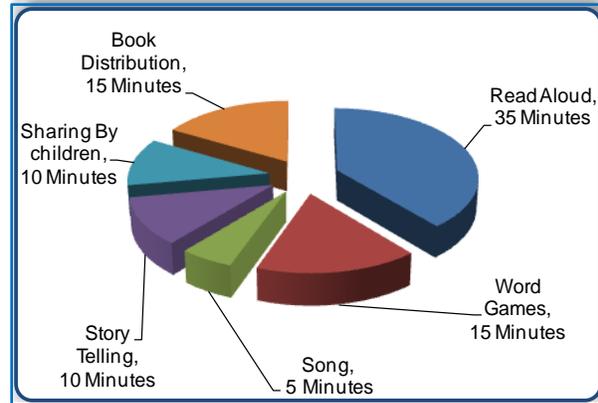
Under this program, each standard is allotted one Reading class per week at all schools,. The activities are conducted by one or two Book-fairies, (the field level workers of the program) from Door Step School.

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 . 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.

| Children Reached through Reading Classes: 2012-13 | | | | | |
|---|------|------|------|------|--------------|
| Standard | I | II | III | IV | Total |
| Classes Reached | 167 | 181 | 186 | 194 | 728 |
| Students Reached | 6219 | 6448 | 6745 | 7151 | 26563 |

Apart from reading

the actual activity, the

reading session covers various activities that enhance children’s interest in reading. During the Read Aloud sessions, each child gets to read 10 lines to the Book fairy. The progress of the child or the level at which the child is reading is recorded. During the remaining time the children read the books by themselves.

To encourage the reading habit, we allow children to take the books home. **The lending library membership of 20,000 children indicates that many children do want to take books home to read, a measure of the success of this Program.**

"I love reading. I value books as much as I value my friends. Reading helps us in making progress. Reading has helped me keep my 1st rank in the class from 1st to 6th standard. We should always read good books. I will never stop reading."
 Neha Wahwal a 6th Standard student

The Grow With Books program manages a stock of over 120 thousand books. The book stock consists of graded reading books written in house by Door Step School as well as age appropriate reading material by other publishers. **Of the 40 story books without composite letter words, 23 are written and published by Door Step School and based on much research and experience of our senior most staff.**

Software was developed in house to manage the stock and is used also to purchase and distribute books to various schools and children.

| | Pictorial Books | Elementary (books with Alphabets and Matras) | Books without Composite letter Words | Books with Composite Letters | Total |
|-----------------------------------|------------------------|---|---|-------------------------------------|---------------|
| No. Of titles | 26 | 52 | 40 | 2467 | 2585 |
| Book stock from last year | 2480 | 31976 | 16141 | 62765 | 113362 |
| New Books purchased | 0 | 11024 | 1636 | 13909 | 26569 |
| Total book stock | 2480 | 43000 | 17777 | 76674 | 139931 |
| Books lost or damaged* | 0 | 1070 | 1422 | 7500 | 9992 |
| Stock carried to next year | 2480 | 41930 | 16355 | 69174 | 129939 |

*Books are damaged due to normal wear and tear and are replaced

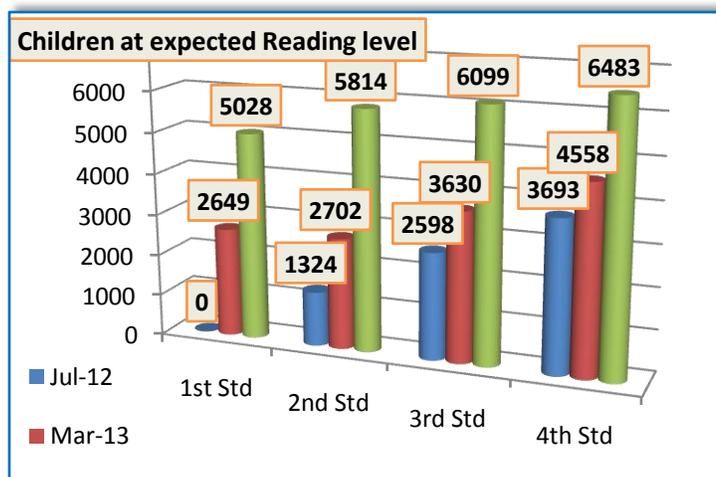
A common occurrence while running a library is lost or damaged books, but we found the percentage of our lost and damaged books to be just 7%. This also tells us how much our children value books.

Reading Ability Test

We conduct two reading ability tests, one at start in July and the other at end in March during an academic year to measure the impact of our Program. These tests also help us in planning the book purchase and distribution according to the levels of reading at the beginning of the year.

Per prescribed textbooks, children are expected to learn all alphabets and Matras and a few composite letter words by the end of the 1st year of schooling. The children of II & III Standards are expected to develop comprehension, vocabulary, and power of expression while honing their reading skills.

The goal is to see children move from



being unable to read all 44 Marathi alphabets(Incomplete Alphabets) through reading all alphabets(Alphabets complete), reading alphabets with matras ((matras complete) to being able to read composite letters at the end of the year.



While the data in the graph does show an increase in the number of children reaching the expected level of reading composite letters at the end of the year. It also reveals that many children do not reach these levels even after 4 years of schooling. To address this, we decided to focus on improving the reading ability of children in the First standard through a special program called "**First Steps Forward**", which we describe in a later section.

Our regular activities like coloring, reading competition, storytelling competitions beyond the reading classes, were continued this year. This year, we extended the Reading Comprehension activity which we conduct for children of 4th Standard to 2nd and 3rd Standard children too. Children were asked to answer all comprehension questions orally.

Exposing children to a variety of books not only generates an interest in reading but also increases their reading ability. The supervised reading taken by our book fairies helps children get more confident. We encourage them to participate in competitions like reading and storytelling which we conduct and give prizes to the winners.

Home Lending Program

We started Home lending in primary schools in 1999, as a part of the Reading Class activity for standards 1st to 7th. In case of 1st to 4th Standard, it is run as a part of the reading class session where after the reading class, 30 minutes are allotted for lending and borrowing books.

Each child can take a book to read at home and children who are in the 'Alphabets and matras complete' category, are given books of his/her choice of this category. The book fairy keeps a record of these books and the child returns the book in the next session.

We had discontinued the Home lending program in 1st Standard as many children were unable to able to read. We resumed home lending in 1st Standard this year, so that children would have graded books to read at home to support the 'First Steps Forward' initiative.

| Home Lending Record of Last 5 Years for Std. I – IV | | | | | |
|---|------------------|------------------|------------------|------------------|------------------|
| Year (No of schools covered) | 2008-09 (118) | 2009-10 (131) | 2010-11 (140) | 2011-12 (145) | 2012-13 (123) |
| Standard I | | | | | |
| Standard II | 3250 | 4581 | 4585 | 3928 | 4618 |
| Standard III | 5978 | 6083 | 5601 | 5731 | 5523 |
| Standard IV | 6391 | 6652 | 6428 | 6314 | 6217 |
| Total Readers | 15619 | 17316 | 16614 | 15973 | 20586 |
| Readers as a percentage of Children Enrolled | 92% | 93% | 97% | 97% | 96% |

This year we conducted this program in all 123 schools and children have read 11-12 books on average, a number that makes us proud, as they will carry this with them for life.

The library for 5th to 7th standard was started entirely due to demand from the children and the willingness of school officials. We started this program in 2002 in 4 schools on a trial basis only, however the response has been so overwhelming that we expanded to more schools.

| Home Lending Record of Last 5 Years for Std. V – VII | | | | | |
|--|-----------------|-----------------|-----------------|-----------------|-----------------|
| Year (No of schools covered) | 2008-09 (30) | 2009-10 (56) | 2010-11 (66) | 2011-12 (77) | 2012-13 (61) |
| Standard V | 1818 | 2848 | 3458 | 3585 | 2654 |
| Standard VI | 1636 | 2659 | 3135 | 3643 | 2789 |
| Standard VII | 1592 | 2475 | 2985 | 3174 | 2903 |
| Total Readers | 5046 | 7982 | 9578 | 10402 | 8346 |
| Readers as a percentage of children enrolled | 98% | 94% | 95% | 97% | 87% |

The impact of this program has been great. **We find children not just reading and enjoying this new-found window into their worlds, but also asking for a variety of books.** They also use the library for reference and to help them in their academics and school projects. A majority of children have read at least 15 books.

VI. First Steps Forward

1st standard lays the foundation for basic reading skills in the children. Our data over 5 years for children of 1st standard indicates that a mere 10% of children reached the expected levels of learning. That means almost 90% of the children who moved on to the 2nd standard in fact lacked standard appropriate reading skills.

We therefore launched the **“First Steps Forward”** Program in August 2011 in 41 schools with the aim of helping 1st standard children reach expected levels of learning. The objective was to **enable 85% of children attending 80% of the school to read their standard appropriate text book.**

Encouraged by the phenomenal results of the pilot, the program was extended to all schools where we work in 2012-2013.

We executed the program by providing additional support classes instead of the regular reading classes that provided them practice and reinforced learning. by using specially designed teaching aids. Our book-fairies were given special training on the use of teaching aids. Specially designed Fun and Learning camps were launched during Diwali vacations.. To help children in knowledge retention we even gave them practice booklets to be solved during vacations. To develop a focus on reading and learning, we made an effort to enlist the help of siblings, parents, teachers in the studies of the student which had limited impact.

| Level | Mar-08 | Mar-09 | Mar-10 | Mar-11 | Mar-12 | | Mar-13 |
|----------------------|--------|--------|--------|--------|--------|-----|--------|
| No. of schools | 71 | 113 | 124 | 136 | 97 | 41* | 122* |
| Incomplete Alphabets | 36% | 39% | 40% | 43% | 39% | 16% | 12% |
| Alphabets complete | 39% | 35% | 29% | 33% | 29% | 21% | 20% |
| Learning Matras | 17% | 19% | 19% | 17% | 17% | 11% | 16% |
| Composite letters # | 8% | 7% | 12% | 7% | 15% | 52% | 53% |

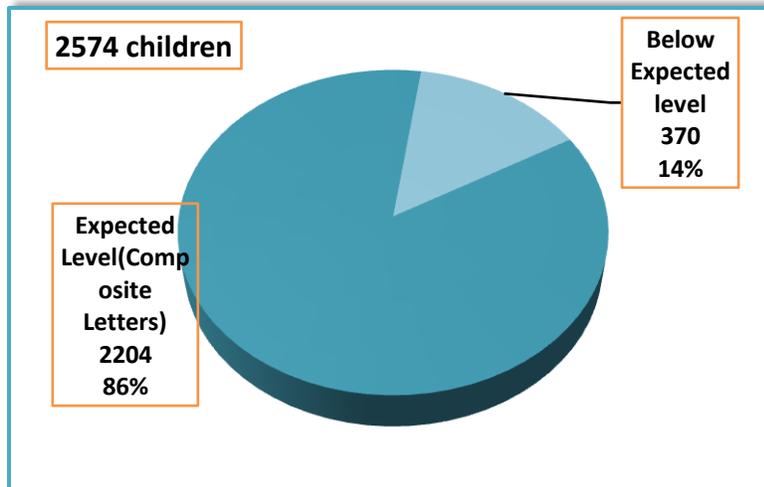
Expected Reading level at the end of 1st standard

* Schools where “First Steps’ Forward” was implemented

The overall results were very encouraging and in the **123 schools where we introduced this Program, 53% of the children reached the expected learning levels at the end of 1st standard as compared to just 7% in 2010-2011.**

To assess the impact of attendance on learning abilities, **Reading Ability Tests** data of those children whose attendance was at least 80%, was analyzed.

We are happy to report that 86% of these children have reached the expected levels of learning!



VII. Parivartan Training Center

The Door Step School Training Center in Pune was started in 2007 and was named "**Parivartan Training Center**". Training is the backbone of our operations, helping us maintain the required standards of quality of teaching and supervision.

The Training Center conducts 2 types of training for various roles in the organization:

1. New staff training and
2. Refresher trainings.



We frequently review our training needs and enhance our existing programs or add new ones as needed. Trainings for new Programs are developed in-house, as we did for the book fairs of 'First Steps Forward' and the entire team of "Parent Participation Program", two new programs introduced last year.

During the year 2012- 2013, the training center has:

- ✦ Modified its training module for new teachers by pairing new trainees with experienced teachers and then given them hands-on training at various sites
- ✦ Conducted regular refresher trainings to ensure all teachers upgrade their skills
- ✦ Included additional subjects such as Conservation of Environment, Community Hygiene in the teacher training modules

- ✦ Conducted special training to impart teaching skills to the book fairies "First Steps Forward" Program
- ✦ Trained 31 teachers from 4 NGOs. viz. Saraswati Vidya Mandir, IDEA foundation, ADITI Learning Center and CHF – Mashal
- ✦ Organized an exhibition for teachers displaying an "Ideal Classroom for DSS"
- ✦ Prepared a Training Manual and a supporting kit for Balwadi teacher training
- ✦ Designed and conducted training for the facilitators of a new project called 'Parent's Participation in Children's Education' (PPCE) initiated by Door Step School

A total of 54 training sessions were held with 775 participants .

Balwadi Manual and Kit: The 'Parivartan' team developed a Balwadi kit consists of teaching aids to develop essential skills of colour and shape recognition, sensory perception, language and counting skills in pre-school children who are in the 3-6 years age group. Parameters and methods of evaluation of developmental progress of pre-school children were defined . A comprehensive 'Balwadi Training Manual' was developed which includes information relevant to child development, guidelines to use the Balwadi kit effectively and the evaluation methodology.

Ready reference Books: We have also added a few more topics such as picture reading and concepts in mathematics to the set of Ready Reference books designed for teaching at the construction site. These booklets are given to the teachers during the refresher trainings to bring in uniformity and accuracy of information conveyed to the children.

As part of ongoing capacity building for trainers of "Parivartan", the staff:

- ✦ Visited the centers at the construction sites to monitor application of training and identify training needs
- ✦ Attended training on subjects such as Creative activity, Creche management, Child sexual abuse, Evaluation etc.
- ✦ Attended the **Ideal Classroom Exhibition by Parivartan Staff** : An ideal Door Step School Classroom at a construction site was modelled and displayed at this Exhibition. The ideal child centric environment of the classroom, use of teaching aids, teachers' attitudes and approach to children were demonstrated to the staff through this exhibition.



Our Inspirations:

Renuka Pawar , a book fairy from Vaiduvasti comes from a background where education of girls is a big no no! Renuka however studied till 10th standard AND completed MSCIT course AND is pursuing a course in Tally.

"Working in DSS has inspired me to become independent, voice my opinions and also help girls from my society."



Renuka voluntarily undertook the task of teaching Pragati Shinde, a class 1 student from Renuka's school without any remuneration. Pragati's mother tongue is Vaidu hence she was finding it difficult to learn, but Renuka knew Vaidu and helped her complete the alphabets and matras of Marathi.

We are proud of the educational achievements of Renuka and many more members of our staff, completed against many odds. !

VIII. Every Child Counts

Being the first year of the Program, the objective was to evolve the strategies, methodology and a replicable process for running a Citizens Campaign for enrollment. Between January and October 2012, with the help of over 50 citizen volunteers and 42 partner organisations in Pune, the campaign group located more than 2,500 'school ready' children at 800+ construction sites and urban communities and enrolled over 1350 children in Government schools across the city of Pune.

With focus on increasing impact of enrollment and mainstreaming key barriers identified in the first year were:

- ✦ inadequate citizen involvement to cover maximum number of locations
- ✦ frequent migration of children with parents
- ✦ lack of parent awareness and involvement
- ✦ lack of school transportation

Taking these a step ahead and towards action, a new website "REPORT CHILDREN" (www.eccpune.org/reportchildren) was launched in January 2013 to increase Citizen Awareness and Participation.

Through this website, any citizen can report children who are out of school in their neighbourhoods.

We received 25 reports from citizens in February and March which our field staff addressed. We thank the "Citizens Sparrow" team of Suhail and Narayan for allowing us to re-use their idea as well as providing technical support in implementing the site shown below.

To address the problem from its other side of tracking migrants, we interviewed over 150 contractors in January and February 2013 and created a database of labour contractors working at various construction sites.

We also initiated discussions with the Pune Education Department to provide transport to children attending municipal schools particularly construction sites where parents are unable to escort children to school. Alternatives like approaching corporate organisations and schools to extend their transport to these children are now being explored.



VIII. PARENT'S' PARTICIPATION IN CHILDREN'S EDUCATION

Our philosophy is that the role of a parent in a child's education is very important. While helping children in their studies is a part of the Parent's role in child's education, the most essential part is the motivation to educate the child and understanding what it means in practical terms.

This includes getting a child ready on time, ensuring she goes to school clean and neat, with her school bag filled with essentials, giving him lunch or snacks to eat in school etc. Giving importance to education also means giving priority to attendance and regularity and therefore

arranging transport for the child to reach school on time. In practical terms it means adjusting their own schedules, work-hours, holidays etc to the child's school calendar.

The project "**Parent's Participation in Children's Education (PPCE)**" educates parents on the needs of a school going child and informs them on how they can address these needs through positive actions and resources within their means. **The envisioning and development of this program has been a very strategic initiative on our part.**

Through a baseline survey in December 2012, we established the presence 167 construction sites and urban community dwellings, 2977 families and 1829 children over 2 years of age in the target areas Mohammedwadi and Kondhwa in Pune where density of migrant labour was observed to be high.

To ensure active participation of parents in Children's education, two goals were identified

- a. Reduce long absenteeism from school leading to drop-out, due to lack of parent support and motivation
- b. Ensure as many children as possible do not remain out-of-school or are never enrolled due to lack of parent awareness or parent support

During February and March 2013, our project did reach a target group of parents of children who were either irregular or had been absent for a long time. This was done with our overall strategic aim of establishing the need for the "Parent Awareness and Participation" with Government Schools in the area. The school authorities were responsive and 339 children were reported as absent by 15 schools in the area. By end of March 2013, the team was able to counsel the 182 parents who could be traced and convinced parents of 25 children who returned back to school.

A new School-on-Wheels bus is planned to be deployed in the area to create awareness and interest among parents and children on Education and ongoing schooling.

Meera and Vittal are siblings who live near the 'Mineral Company' in Kondhwa. Meera and Vittal's parents are illiterate. As a part of the ECC campaign last year (June 2012), they were enrolled in Somji School in Kondhwa. However, they could not walk due to heavy traffic leading to the school and there was nobody to escort them to school. Their older brother Ravi's job required him to move around in Pune so he could neither drop them nor pick them up from school. Their parents got worried about their safety and abandoned the idea of sending them to school.

The Door Step School PPCE facilitators visited various schools in Mohammedwadi and Kondhwa and made a list of children who were either irregular or were consistently absent from school. Meera and Vittal's names figured in this list. The facilitators then met their parents and counseled them on the importance of school.

Several meetings later, the family got convinced and Ravi agreed to drop and pick up his siblings. Ravi escorts both Meera and Vittal to school. They have been attending school regularly since March 2013.

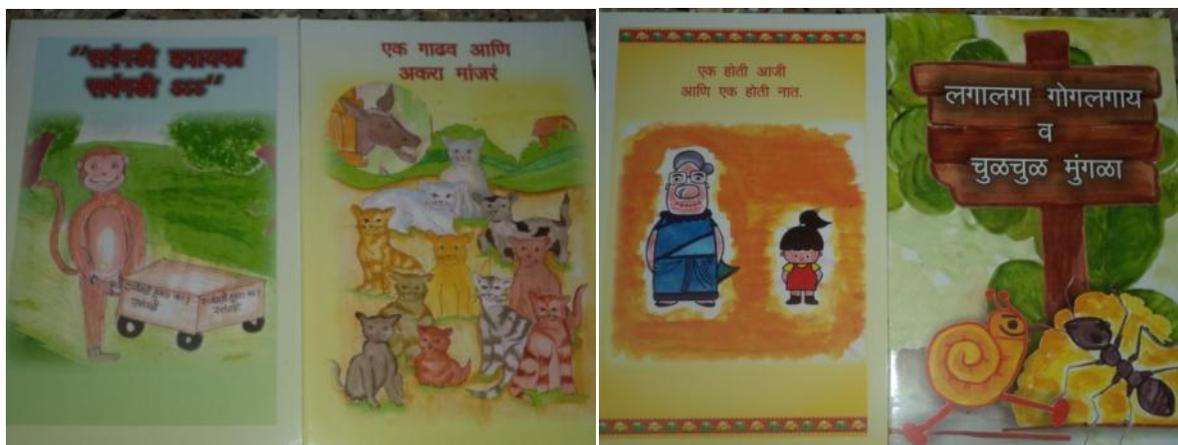


IX. Book Publications

When we started Door Step School, we had no idea that we will ever publish books. But we did! 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. The paucity of books in Marathi for graded learning and books which have big bold type, appeal for children, lot of reading material, language for easy and every day use and reasonable price is scarce. This led us to publish books ourselves.

We first came out with a set of 8 books for beginners in 2002. We have since published more than 30 different books: storybooks and books for learning to read.

Having seen the tremendous impact of these books, we would love to see them go further and wider to open more doors for many more children. Translation and spread of these books is a wish and need that we would welcome.



**Please refer to the list of publications in Appendix 1.*

X. Role of Volunteers

For many years now, the organization has gained from the help of volunteers, both locals as well as from abroad. The volunteers bring expertise in various fields and provide positive inputs to the organization either as a helping hand to our regular staff or in their direct interaction with children. We are so appreciative of these unsung heroes and their invaluable efforts.

We would like to mention two volunteers, both of them septuagenarians, who made a significant contribution last year.

Mrs. Laxmi Subramaniam has been volunteering with us for the last one year. She spends two hours each day at our Center at Range Hills. She is 72 years old. She teaches English and Math to students of 3rd and 4th Standard from nearby communities. She loves to spend her time with the children. In the month of May, when the Range Hills Center was closed for summer holidays, she chose to visit construction sites and teach the children there, braving the hot weather and the difficult terrain at the sites. Bravo Mrs. Subramaniam and thank you!

Ms. Vidya Bhogale has been volunteering with us for the last two years. She spends two hours twice in a week at our Lalchawl Center. Having taught math as a school-teacher, she helps students of 3rd and 10th Standard from the nearby Communities, to learn math. She loves to spend her time with the children. Thank you Mrs. Bhogale, children see their grandma in you!

Appendix-1-List of Publications

| Sr.No. | Year | Name of the book | Category | |
|--------|--------|---|---------------------------------|-------------------|
| 1 | Nov-02 | मुळाक्षरे १-८ भाग | Barakhadi | |
| 2 | Mar-03 | गोष्टी इकडच्या तिकडच्या गमतीजमतीच्या भाग १० | Set of mixed stories | |
| 3 | Feb-05 | अशी झाली पढापळ | Story without composite letters | |
| 4 | Feb-05 | उंच उंच आणखीन उंच | | |
| 5 | Feb-05 | ससोबा निघाले घर सोडायला | | |
| 6 | Feb-05 | आजी-आजोबा आणि सारस पक्षी | | |
| 7 | Feb-05 | जादूची किटली | | |
| 8 | Feb-05 | मुलांनी लावली झाडे | | |
| 9 | | मुरली मुरलीवाला | | |
| 10 | | एकदा काय झाले | | |
| 11 | | इलूपिलूची जमाडी जम्मत | | |
| 12 | Feb-05 | मुंगीराणी फार शहाणी | | |
| 13 | 2008 | मजेदार कथा(जादुई जंगल) | | |
| 14 | 2008 | मजेदार कथा(एका कहाणी नागेबाची व खुलभर दुधाची) | | |
| 15 | Sep-03 | कोडयाची पुस्तके भाग १ व २ | | Puzzles |
| 16 | May-05 | जोडाक्षर (५६ पानी) | | Composite letters |
| 17 | | छोटू | Story without composite letters | |
| 18 | 2009 | फुल फुलवे आजोबा | | |
| 19 | Jul-09 | कहाणी बहिण भावाची | | |
| 20 | Feb-10 | अपू आणि टपू | Story with composite letters | |
| 21 | Mar-10 | सचित्र मराठी शब्दकोश | Picture Dictionary | |
| 22 | Mar-11 | देवाचे देणे | Story with composite letters | |
| 23 | Mar-11 | मुळाक्षरे संच १-८ (भाग २) | Barakhadi | |
| 24 | Mar-12 | लगालगा गोगलगाय व चुलचुल मुंगळा | Story without composite letters | |
| 25 | Jun-12 | एक होती आजी एक होती नात | | |
| 26 | Oct-12 | एक गाढव आणि ११ मांजरं | | |
| 26 | Nov-12 | सवंगडी हवा आहे सवंगडी | | |

Details of Board Members

| Board Members Name | Position On The Board | Occupation/Designation |
|---------------------------|------------------------------|--|
| Mrs. Rajani Paranjpe | President | Professional Social Worker, Ex-Lecturer Of College Of Social Work Nirmala Niketan, Retired Professor from Shikoku Christian University, Japan. |
| Ms. Bina Sheth Lashkari | Secretary | Professional Social Worker (MSW) |
| Mr. Nitin Dadia | Treasurer | Businessman, Proprietor, Orbit International |
| Dr. Neela Dabir | Member | Deputy Director of Tata Institute Of Social Sciences |
| Ms. Arnavaz Kharas | Member | Professional Social Worker (MSW) |
| Mr. Baman Mehta | Member | Businessman , CEO - Darashaw & Co. Pvt Ltd |

Accountability And Transparency

| Distribution of Staff according to salary (as on 30th June 2012) | | | | Staff details as on (as on 30th June 2012) | | | |
|--|-----------|------------|--------------|--|-----------|------------|--------------|
| Salary plus benefits paid to staff | Male | Female | Total | Gender | Male | Female | Total |
| <2000 | 0 | 58 | 58 | Paid full time | 26 | 628 | 654 |
| >2000 – 3500 | 0 | 279 | 279 | Paid part time | 0 | 22 | 22 |
| >3500 – 5000 | 2 | 194 | 196 | Volunteers* | | | |
| >5000-7500 | 4 | 63 | 67 | | | | |
| >7500 – 10000 | 9 | 19 | 28 | | | | |
| >10000 | 11 | 37 | 48 | | | | |
| Total | 26 | 650 | 676 | Total | 26 | 650 | 676 |

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

Our Major Project Partners.....

For Mumbai

| | |
|--|--|
| <ul style="list-style-type: none"> • ASMAE • Axis Bank Foundation • Azim Premji Foundation • Bombay Community Public Trust- E Learning • Concern India Foundation • HSBC Global Education .Trust • India Capital Research And Advisors Pvt Ltd • K.C. Mahindra Education Trust - Nanhi Kalli • Kings Solution | <ul style="list-style-type: none"> • Mazagaon Dock Limited • Plan International & Plan India • Rabo India Finance Ltd. • Rotary Club Of Kandivali • Sanjivani Trust • Sharma Foundation • Sir Ratan Tata Trust • Social Initiative - CSI • Social Initiative – EQT • Tata Motors |
|--|--|

For Pune

| | |
|--|---|
| <p><u>Funding Organizations:</u></p> <ul style="list-style-type: none"> • Asha For Education, Silicon Valley • Asha For Education, Munich • Asha For Education, Canada • Asha For Education, Seattle • Asmae- Les Amis de soeur Emmanuelle • Azim Premji Foundation • Concern India Foundation • Rotary Club of Hinjewadi • Sparsh Foundation • Tata Institute of Social Sciences | <p><u>Corporate Sector:</u></p> <ul style="list-style-type: none"> • BitWise Solutions Pvt. Ltd. • Ernst & Young Pvt. Ltd. • Forbes Marshall Pvt. Ltd. • HDFC Bank Ltd. • HSBC Global Education Trust- Future First • Infosys Foundation • Mahindra Vehicles • Persistent Systems • Praj Foundation • Spirax Marshall Pvt. Ltd. • Springer Science + Business Media (Crest Premedia Solutions Pvt. Ltd.) • Saint-Gobain India Foundation • Tata Motors • Tech Mahindra Foundation • Wipro Cares • Yardi Software India |
| <p><u>Builders:</u></p> <ul style="list-style-type: none"> • 122 Construction Sites (throughout the year) <p><u>Substantial Contribution In Kind by:</u></p> <ul style="list-style-type: none"> • Ms. Usha Deo • Quest (Science and Math Education Program) • Kirloskar Foundation | |
| <p><u>Central Public Sector Enterprises</u></p> <ul style="list-style-type: none"> • Rural Electrification Corporation Ltd., Delhi <p><u>Government:</u></p> <ul style="list-style-type: none"> • Sarva Shiksha Abhiyaan • Sikshan Mandal, PMC and PCMC | <p><u>Individuals:</u></p> <ul style="list-style-type: none"> • Ms. Ashwini Mandalik • Mr. M.L. Pendse • Mr. Nitin Paranjpe • Ms. Priti Rao • Mr. Rahul Shah • Mr. Rajendra Marathe • Mr. Vinay Avasthi |
| <p><i>(Individuals listed above have contributed to at least one site/school in 2012-13. We are thankful to numerous other individual donors who have generously contributed to Door Step School.)</i></p> | |

Well wishers and Donors

| | | |
|-------------------------------|-----------------------------------|---|
| Abbas | Bablu Kumar Chauhan | Firoza Maneksha |
| Abhinandan Jain | Ballia -Sparkles Charitable Trust | Five Star Constructions |
| Abid Abdual Hussein | Bayram Dhalla | Friends Of Door Step School |
| Achin Gupta | Beena Rao | Gagan Banga |
| ACME Developers | Behroze Mistry | Gaurang Shah |
| ACME Landmark | Bell Weather Developers Pvt.Ltd. | Give Online |
| Adept Construction Co. | Bhagalaxmi Properties | Gloria Associates golden Trellies Development |
| Aditya Construction | Bhagyashree Developers | Goldman Sachs (India) Securities |
| Aditya Joshi | Bharat Vijayvargiya | Graham Lappin |
| Aditya Promoters | Bhau Daji Lad Museum | Gunjan Aggarwal |
| Agrawal Raka Construction | Bhujbal Brothers ConstructionCo. | Gurmeet Singh & Team (Studio Black Smith) |
| Ajanta Enterprise | Binita Choksi | H.B. Investments Co Pvt. Ltd. |
| Ajay Rajender Kacholia | Bonsaii | Hardik Shah |
| Amalia Noelle Rebello | Brahma Builders | Harshita Tripathi |
| Ameeta Kalokhe | Brahma Corp. Infrastructures Pvt | Hashidar Kharas |
| Amit Enterprises Housing Ltd. | Built Up | Healing Light Foundation |
| Amit Goyla | Byram Dhalla | Hemant Bakshi |
| Amit Yadav | Chintan | Hirdwani Trust |
| Anita Mulchandani | Chirag Developers | Horizon Shelters Pvt. Ltd. |
| Anshul | Chirag Shah | Hormuz Mehta |
| Anuja Shukla | Concern India Foundation | HSBC |
| Ariez Kharas | Create Foundation | ICC Realty Pvt. Ltd. |
| Arihant Venkateshwara Housing | D. S. Kulkarni Developers Ltd. | Infiniti Retail Limited |
| Arka Sarkar | D.S. Kulkarni & Associates | Inner Wheel Club Of Bombay |
| Arti Properties Pvt. Ltd. | Darode Jog & Associates | Bayview- Mita Sheth |
| Asha Tuliani | Darode Jog Builders Pvt. Ltd. | Inner Wheel Club Of Bombay Centre |
| Ashima Mehra | Darsh Maheswari | Ishita Makhija |
| Ashish Shah | Davesh Mathur | J.K.P. Developers |
| Ashok Venkatesh Bhandarkar | Deepak | Jain Ashapuri Developer |
| Ashwin Ganpathy | Dev & Purvi Baman | Janak Shah |
| Asmi Shah | Devesh Mathur | Jasmine Shah |
| Assa Associates | Dhanlaxmi Builders | Jayganes Group |
| Aswani Developers | DNV Realty | Jill Beckingham |
| Atharva Realty | Dollar Dedhia | JKP Developers |
| Atul Enterprises | Dr G J Kerawalla | Joseph Allen |
| Aurigaa Realtors | Dr. Sukhpreet Patel | Kadam Jagtap Associates |
| Ayush Jain | Elisha Gada | |
| Ayusha Broocha | Empire Shelters Pvt. Ltd. | |

| | | |
|---|---------------------------------|--|
| Kailasanathan Subramaniam | Milind Naik | Paramount-Gaurav SheltersPvtLtd |
| Kainaz Messman Of Theobroma | Millennium ngeiners&Contractors | Paranjpe Schemes |
| Kaivan Shah | Miloni Shah | Parin Doshi |
| Kamal Chawla | Mirik Gogri | Park Express Joint Venture |
| Kanhaiya Bairwa | Mithun Kunder | Parul Sheth |
| Kapadia Associated PVT. Ltd. | Mohile Parikh Centre | Parvin Bativala |
| Kapil Sanghi | Mont Vert Associates | Paulin Shroff |
| Kartik & Malini Seetharaman | Mont Vert Belrose | Pethkar Projects |
| Kaushik Layjawala | Mont Vert Elegance | Phonickids |
| Keshavlal P Shah | Mont Vert Estates | Piyush Gogri |
| Khevna Naran | Ms. Shobhana | Porus P Shoton |
| Kiran Kapadia | MSB Educational Institute - | PPR Construction |
| Kiran Kapadia A-O Jasma Maniar | Farzana Dohadwalla | Pradeep Mathani |
| Kochi | Mukesh Vaidya | Prashant Gupta |
| Kolte Patil Developers | Mukul Taparia | Prathamesh Developers |
| Kuldeep Singh Lamba | Mukund Jairam | Pratik Jain |
| Kumar Company | Mulraj Gala | Prem Seva Mahila Mandal |
| Kumar Properties | Naimish Upadhyay | Pritam Roy |
| Kumar Somjee J.V | Namrata Jalan Venture | Priyank Dedhia |
| Kunal Sancheti Associates | Namrata Patel | Pudumjee G. Corp. Developers |
| Laxmi Properties | Nandan G-Orbit Associates | Pulin Shroff |
| Lion Club Of Bombay Harbour | Nandini Jairam | R. Jathar |
| Maithili Atul Parikh | Nandini Sampat | R.K. Lunkad Housing Corporation |
| Maitree Group | Naomi Bradford | Rabo India |
| Majestique Properties | Neelam Advani | Radhika Kundalia & The Akshara Library |
| Malini And Kartik | Neha Dubey | Rahul Abhyankar |
| Maloji Constructions | Nihal Harchandrai | Raj Tarangini Gupta |
| Manilal Kallianji Public Charitable Trust | Nimisha Vora | Rajendra Naik |
| Manish Shrinivasan | Ninad Tipnis | Rajesh Barala |
| Mark Hanson - Family India Foundation | Nirman Homes | Rajesh Doshi |
| Marvel Landmarks Pvt. Ltd. | Nitin Agarwal | Rajesh Lakshman |
| Marvel Promoters & Developers (P) Pvt. Ltd. | Nitin Dadia | Rajesh Shah |
| Marvel Realtors | Om Sai Ram | Rakesh Kaul |
| Masashi Yomamoto | Om Shrinivas Developers | Rakesh Mehran |
| Matrix Developers Pvt. Ltd. | Omega Premises Pvt. Ltd. | Rane Developers |
| Mayur Ankolikar | P. Sathish Kumar | Ravi Sheth |
| Mehlam Faizullabhoy | Pallavi Kotak | Regency Nirman Ltd. |
| Mehul Mehta | Pandian Charles | Rehmania Phulwari School - |
| Melange Developers | Pankaj Developers | Subiya Lakdawla |
| | Pankti Gosar | |
| | Paradise Realty | |

| | | |
|--------------------------------------|---|-------------------------------------|
| Renil Gogri | Shriniwas Rainbow Developers | Vidyut Shah |
| Reshma & Kapil Sanghi | Sia Developers | Vikee Parikh |
| Reshma Sanghi | Siddharth Properties | Vilas Javdekar Eco Homes |
| Riaz Khatri | Sigma Housing | Vinayak |
| Rising Landscapes | SIGMA One Kundan Ventures | Viraj Properties |
| River Residency Developer | SIM Realty | Viraj Sawant |
| Rizi Mohanty | SKYI Premium Properties | Viral Sanghani |
| Rohan Builders & Developers Ltd | Sobha Developers Ltd. | Vishal Bhansali |
| Rohan Sarsan Aawishkar Developers | Somay Munde | Vishal Bhavsar |
| Rohan Zaveri | State Bank | Vishvanathan Subramanian |
| Roshan Dalvi | Sudhanshu Vats | Y Associates |
| Roshni Bakshi | Sukhwani Chawla Erectors | Yash J Ashar |
| Runwal & Kunal Venture | Sulochana Srinivasan | Zareer Balliwala |
| Rupali Mehta | Suma Shilp Ltd. | M/s. 3DPLM Software Solutions |
| S & S Enterprises | Suman Sanghi | Ms. Abha Dhopeshwarkar |
| S.S. Properties | Sumin Shah | Mr. Abhay Bhagwat |
| S2 Reality | Sunil Shahni | Mr. Aditya Pogade |
| Sadguru Kamubaba Foundation | Sunil V | Mr. Ajit Kasbekar |
| Safar Trust | Sushant Karkera | M/s. Alok Chemicals |
| Sai Fortune Ventures | Suvir Khullar | Mr. Amar Narasinh Desai |
| Sai Samruddhi Group | Suyash Developers | Ms. Ami Kamal Mehta |
| Samir Bhatia | Swastik Promoters & Developers | Mr. Amit Singh |
| Samir Vijay Bhatia | Swati Dharnidharka | Mr. Amol Musale |
| Sanam Sippy | Tarbir Shahpuri | Ms. Amy Vondiast |
| Sandeep Baid | Tarika Vaswani | Mr. Anand Anil Kumar |
| Sanjay Jadhav | Tatika Housing | Mr. Anish Bane |
| Sanjay Kapadia | Tata Motors | Mr. Anup Rajeev Dhere |
| Saransh Singh | Teerth Developers | Mr. Anupam Kulkarni |
| Satish | Tejraj Promoters & Builders | Mr. Apurva Narendra Patel |
| Savio | The Cathedral And John Conon Middle School | Mr. Ashish Kumar Barnwal |
| Schlumberger | The Museum Society Of Mumbai | Mr. Ashok Ramaswamy |
| Secretary- Colaba Woods Garden | United Way Of Mumbai | Mr. Atre |
| Secretary - CPRA Garden | Usha Mukunda | Mr. Atul Nagarkar |
| Serene Developers | Usha Nair & Chand Nair | M/s. Avudaiappan S -Savera |
| Seshadri Bashyam | Vardhaman I Q Toys Pvt Ltd | Ms. Bharti Punjabi |
| Shainaz Jussa | Vascon Dwellings Pvt. Ltd. | Mr. Binay Agarwal |
| Shakti Saran | Vascon Engineers Ltd. | Mr. Chandrashekar Oruganti |
| Shireen Batliwala | Vedant Realtors | M/s. CSDTeam-Pune Yardi Software |
| Shri Ram Constructions | Vijay Desai - Yashwantrao | M/s. Cubist Edunet Pvt. Ltd. |
| Shrinivas Pride Purple Properties | Chavan Center | Ms. Dakshata Ghugari |
| | | Mr. Dayamay Kashyap |
| | | Mr. Debasis |
| | | Ms. Deepa |

| | | |
|---|-------------------------------|---|
| Ms. Devanshi Patel | Mr. Milind Vartak | Ms. Shivangi Datar |
| Ms. Dhanashree Pathak | Ms. Mohana & Pramod Vaidya | Ms. Smita Joshi |
| Ms. Dhvani Apurva Patel | Ms. Mona Apurva Patel | M/s. Soft Corner |
| M/s. Discover Finance Services | Ms. Monali Oak | M/s. Softbridge Solutions (I) Pvt. |
| Ms. Geeta Patel | Ms. Monifieth Trefoil Guild | M/s. Sparsh-A Healing touch |
| Ms. Geetanjanli Pradeepkumar Khire | Ms. Nandita Merchant | Mr. Subhash K. Sahasrabudhe |
| Mr. Goutam Datta | Mr. Navroz Irani | Ms. Suchita Ambardekar |
| M/s. Greens Residential Complex | Mr. Neelkanth Dhere | Mr. Sukhbir |
| Ms. Harsha Asrani | Mr. Nitin Apurva Patel | Mr. Sukrit Chakrawarti |
| Mr. Harshad | Mr. Nitish Beri | Ms. Sumangala Kumar |
| M/s. HelpYourNGO.Com IndiaPvt | Mr. Pankaj Jain | Ms. Sumati Godbole |
| Ms. Hema Gadgil | M/s. Parikshitra Batch | Mr. Swapnil Bukkawar |
| Mr. Imtiyaz Shaikh | Mr. Pawar | Ms. Swati Gokhale |
| M/s. Inner Wheel Club Khadki | Ms. Prachi Vaidya | M/s. Symbiosis Centre for International Education |
| M/s. Inner Wheel club of Pune | Mr. Prafulla Pendharkar | Mr. Takahiro Ono San |
| M/s. Institute of Social Welfare Economic Education | Ms. Prajakta Laxane | Ms. Tania Roy |
| Mr. Ishan Kshirsagar | Ms. Prajakti Saurabh Chitre | Mr. Tanmay Lunavat |
| Mr. Jayant Bhave | Mr. Prasad Joglekar | Mr. Tarun Patel |
| Ms. Jayashree Bhattacharya | Mr. Prashant Prabhu | Ms. Tezy Varghese |
| Mr. Jayteerth Kulkarni | Ms. Pratibha Kane | M/s. The Maharashtra Executor & Trustee Co. Pvt. Ltd. |
| M/s. Jogelkar Kulvruvant Samiti | Mr. Prayag Khose | M/sThinking Hut It Solutions Ltd |
| Ms. Jyoti Jog | Ms. Pushpa Dhekane | Mr. Toyoharu Ohta |
| Mrs. K.K. Marathe | Mr. Rahul Garde | Ms. Tulika Pherwani |
| Ms. Kalindi Kale | Mr. Rahul Gokhale | Mr. Uday Shinde |
| Ms. Kalpana Balaji | Mr. Rajendra Sonarikar | Mr. Ulhas Joglekar |
| Mr. Kamlakar Yashwant Ranade | Ms. Rajni Pathre | M/s. Unity Consultants Pvt. Ltd. |
| M/s. Lions Club of Pune Platinum | Mr. Raju Parve | Ms. Usha Nair |
| Ms. Madhavi Ramakant Kapatral | Ms. Rama Rani Joshi | Mr. V.N. Joglekar |
| Mr. Madhavrao & Ms. Usha Date | Ms. Renuka Desai | Mr. Vaibhav Laddha |
| Mr. Madhukar Bhatia | Mr. Rhishikesh Joshi | Ms. Vaijayanti Gokhale |
| Ms. Madhuri Bhagwan Khartude | M/s. Rotary Club of Hinjewadi | Ms. Vasudha Godbole |
| Ms. Madhuri Bhole | Ms. S.V. Joglekar | Mr. Venkata Ramana Kancharlapalli |
| Ms. Madhuri Shevale | Mr. Sachin Bhide | Ms. Vibha Gokhale |
| Mr. Mahendra D. | Mr. Sachin Khedkar | Mr. Vijaya Gopal Dabke |
| Mr. Mahesh Joshi | Mr. Sadashiv Joglekar | Ms. Vijaya N. Rao |
| Ms. Malti Kelkar | Mr. Sapre | Ms. Vinda Deshmukh |
| Ms. Manjula Muthukrishnan | Ms. Sarah Pointon | Mr. Vivek Shende |
| Ms. Mayuri Marathe | M/s. Sarva Shiksha Abhiyan | Ms. Vrushali Samant |
| Mr. Mazdiar Patel | Mr. Satvik Chaudhari | Ms. Vrushali Sathe |
| Ms. Meena Patvardhan | Mr. Shailbrabhat Kulkarni | Mr. Waman Jog |
| Ms. Meenal Kulkarni | Ms. Sharmila Paranjpe | |
| Ms. Meera M. Manghnani | Ms. Sheela Sadhale | |
| | Ms. Shefali Chawla | |
| | Mr. Shirish Deodhar | |

We Would be also like to thank all those whose names we might have inadvertently missed from the list above.

THE SOCIETY FOR 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 AS AT 31ST MARCH ,2013

| FUNDS AND LIABILITIES | RUPEES | RUPEES |
|--|---------------|----------------------|
| Trust Funds or Corpus:- | | |
| Balance As per last Balance Sheet | 3,308,784.00 | |
| Adjustment during the year (Give details) | | |
| Donation Received during the year | 25,000.00 | 3,333,784.00 |
| Other Earmarked Funds:- | | |
| (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 | 406,286.00 | |
| Opening Balance | | |
| Less: Transfer to I & E | | |
| Seed Capital Beneficiaries Entrepreneur | 23,000.00 | |
| Staff Welfare Fund | 94,600.00 | 3,138,550.00 |
| Loans(Secured or Unsecured) | | |
| From Trustee | 0.00 | |
| From others | 0.00 | 0.00 |
| Liabilities | | |
| For Expenses | 1,458.00 | |
| For Advance Grant | 4,562,612.00 | |
| For Rent and Other Deposits | 60,000.00 | |
| For Sundry Credit Balance- PT payable | 5,496.00 | 4,629,566.00 |
| Income and Expenditure Account:- | | |
| Balance As per last Balance Sheet | 28,180,159.61 | |
| Less: Appropriation, if any | 0.00 | |
| | 28,180,159.61 | |
| Add: Surplus As per income and | | |
| Less: Deficit Expenditure Account | 9,941,701.57 | 38,121,861.18 |
| Total Rs. | | 49,223,761.18 |

The Society For Door Step School
 2nd Floor, Room no.54/55, Nana Chowk, Grant
 PLACE : MUMBAI
 DATE : 16.09.2013

Mrs. Rajani Paranjpe
President

Mrs. Bina Sheth Lashkari
Secretary

Mr. Nitin Dadia
Treasurer

THE SOCIETY FOR 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 AS AT 31ST MARCH ,2013

| PROPERTY AND ASSETS | RUPEES | RUPEES |
|--|---------------|----------------------|
| Immovable Properties (At cost) | | |
| Balance As per Balance Sheet | NIL | |
| Additions during the year | NIL | |
| Less: Sales during the year | NIL | |
| Depreciation up to date | NIL | NIL |
| Investments:- | | NIL |
| Note: The market value of the above investment | | |
| Furniture and Fixtures :- As per Schedule 'A' | | 6,350,362.00 |
| Balance As per Balance Sheet | | |
| Additions during the year | | |
| Less: Sales during the year | | |
| Depreciation up to date | | |
| Loans (Secured or Unsecured):- Good/ Doubtful | | |
| Loans Scholarships | NIL | |
| Other Loans | NIL | NIL |
| Advances:- | | |
| To Trustees | NIL | |
| To Employees | 145,906.00 | |
| To Contractors | 1,706,451.00 | |
| To Lawyers | 0.00 | |
| To Others (As per Schedule 'D') | 646,680.00 | 2,499,037.00 |
| Income Outstanding:- | | |
| Rent | NIL | |
| Interest | 214,666.00 | |
| Other Income | NIL | 214,666.00 |
| Cash and Bank Balance :- As per Schedule 'B' | | 40,159,696.18 |
| (a) In Saving / Current Account with | 21,667,822.87 | |
| (b) In Fixed Deposit Account With | 18,444,594.81 | |
| (c) With the Trustee | 47,278.50 | |
| (d) with the Manager | 0.00 | |
| Income and Expenditure Account:- | | NIL |
| Balance As per last Balance Sheet | | |
| Less: Appropriation, if any | | |
| Add: Surplus As per income and | | |
| Less: Deficit Expenditure Account | | |
| Total Rs. | | 49,223,761.18 |

The Society For Door Step School
2nd Floor, Room no.54/55, Nana Chowk, Grant
PLACE : MUMBAI
DATE : 16.09.2013

As per our report of even date
 Manit J Shroff
 Chartered Accountants
 10, 2nd Bhatwadi, Girgaum, Mumbai 400 004
 M No.33715

THE SOCIETY FOR 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 -IX (Vide Rule 17(1)

INCOME AND EXPENDITURE ACCOUNT FOR THE YEAR ENDED 31ST MARCH ,2013

| EXPENDITURE | RUPEES | RUPEES |
|--|---------------|----------------------|
| To Expenditure in respect of properties | | |
| Rates, Taxes, Cesses etc. | NIL | |
| Repairs & Maintenance | NIL | |
| Salaries | NIL | |
| Insurance | NIL | |
| Depreciation(By way of provision of adjustment | NIL | NIL |
| To Establishment Expenses | | NIL |
| To Remuneration to Trustee | | NIL |
| To Remuneration (in the case of math) to the head | | NIL |
| of the math including his household, expenditure, if any | | |
| To Legal expenses -Professional Fees | | 217,832.00 |
| To Audit Fees | | 110,000.00 |
| To Contribution and Fees | | NIL |
| To Amount written off: | | NIL |
| (a) Bad Debts | NIL | |
| (b) Loan Scholarship | NIL | |
| (c) Irrecoverable Rents | NIL | |
| (d) Other Items- Excess credit of int.w/off | NIL | |
| To Miscellaneous Expenses | | NIL |
| To Depreciation | | 1,387,631.00 |
| To Transfer to Specific Fund- Staff Welfare Reserve | | 27,600.00 |
| To Expenditure on Objects of the Trust | | |
| (a) Religious | NIL | |
| (b) Educational | 51,858,026.08 | |
| (c)Medical Relief | NIL | |
| (d) Relief of Poverty | NIL | |
| (e) Other Charitable Objects | NIL | 51,858,026.08 |
| To Surplus Carried over to Balance Sheet | | 9,941,701.57 |
| Total Rs. | | 63,542,790.65 |

The Society For Door Step School
 2nd Floor, Room no.54/55, Nana Chowk, Grant
 PLACE : MUMBAI
 DATE : 16.09.2013

Mrs. Rajani Paranjpe
 President

Mrs. Bina Sheth Lashkari
 Secretary

Mr. Nitin Dadia
 Treasurer

THE SOCIETY FOR 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 -IX (Vide Rule 17(1))

INCOME AND EXPENDITURE ACCOUNT FOR THE YEAR ENDED 31ST MARCH ,2013

| INCOME | RUPEES | RUPEES |
|--|---------------|----------------------|
| By Rent | | NIL |
| By Interest (Accrued/realised) | | |
| On Securities | NIL | |
| On Loans -fixed Deposit with bank | 2,453,428.18 | |
| On Bank Account | 212,790.86 | 2,666,219.04 |
| By Dividend | | NIL |
| By Donation in Cash or Kind | | 4,638,788.79 |
| By Grants- As per schedule 'C' | | 55,387,477.82 |
| By Income from other sources (in details as far as possible) | | |
| Other Income | 569,129.00 | |
| Sale of Articles | 14,476.00 | |
| Sale of Van and School Bus | 266,700.00 | 850,305.00 |
| By Transfer from Reserve | | NIL |
| By Deficit carried over to Balance sheet | | NIL |
| Total Rs. | | 63,542,790.65 |

The Society For Door Step School
2nd Floor, Room no.54/55, Nana Chowk, Grant
PLACE : MUMBAI
DATE : 16.09.2013

As per our report of even date
Manit J Shroff
Chartered Accountants
10, 2nd Bhatwadi, Girgaum, Mumbai 400 004
M No.33715



Door Step School- Mumbai

Jagannath Shankarsheth Mun. School Bldg
2nd Floor, Room no.54/55,Grant Road,Nana Chowk
Mumbai 400 007 ,Maharashtra, India
Contact us on : +91-22- 2382 6343 /385 9203
Email: mumbai@doorstepschool.org

Door Step School- Pune

110, Parimal Anand Park, Aundh
Pune 411 007 Maharashtra, India
Contact us on : +91-20-25898762
Email: pune@doorstepschool.org

Visit us on: <http://www.doorstepschool.org> / Follow us on Facebook: <https://www.facebook.com/pages/Door-Step-School/148803298484517>

