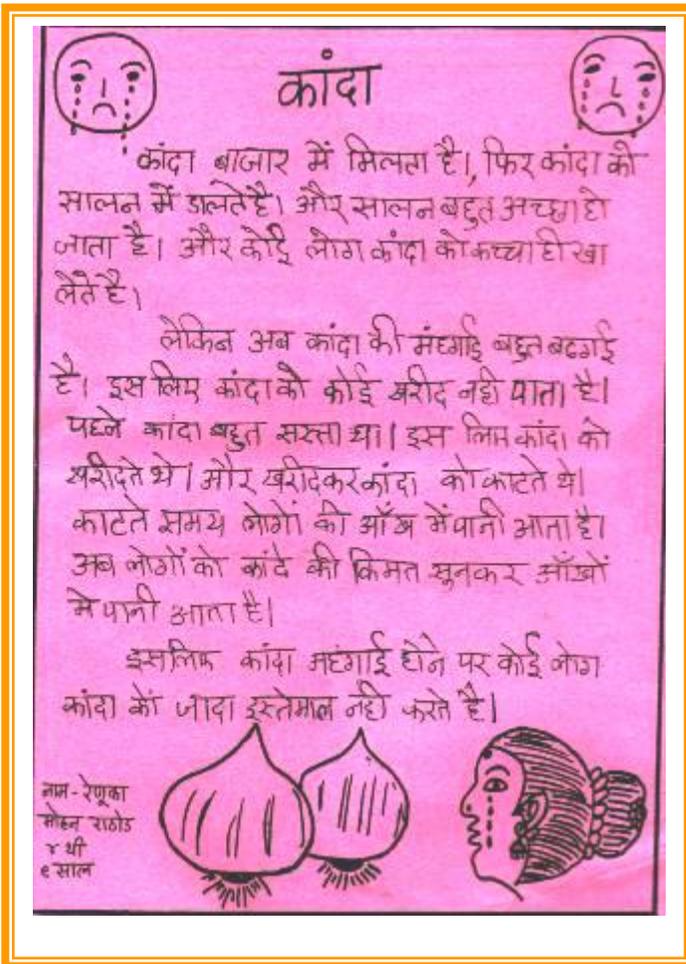




**2014-15**  
**Annual Report**



Bina Sheth Lashkari honored with ALL Grassroots Women Achievers Award by Assocham Ladies League (ALL) by Shri M. Venkaiah Naidu, Hon'ble Union Minister of Parliamentary Affairs.



### ONIONS

Onions are available in the market. They are used in cooking gravy & make them very tasty. Some people like to eat raw onions too. But now onions have become very expensive so most people cannot buy them. Earlier onions were very cheap so a lot of people used to buy them. When people cut onions, it makes their eyes water. Now a days, people's eyes water just hearing the price of onions. That is why onions are used less when their prices go up.

Written by Renuka Mohan Rathod, 9year

**Dear Friends,**

*With the onset of the 2015-16, we at Door Step School are excited about some new ventures, Resource rooms for language, maths and science for our communities in Ward A, Mumbai and tablets to enable self driven learning in Pune, for children who can't come to our classes regularly.*

*But before we talk some more about that, let's tell you about this year's developments that deserve mention. Our Pune team participated in and has been named one of the 30 pioneers in the 'Re-imagine Learning' challenge for offering novel, playful approaches that challenge the conventions of learning." In its effort to shift dialogue around learning and play, Door Step School is one of the best ambassadors". The challenge which was organized by Lego Foundation in partnership with Ashoka Changemakers had more than 630 'Challenge' entries from 68 countries around the world showcasing their creative approaches in using play to learn.*

*With the help of a supportive funding partner, we were able to expand our work with the tribal 'padas' (a rural pocket within the megapolis) in the Sanjay Gandhi National Park, Borivali, Mumbai. Door Step School offers the education related intervention in this area under Project Sahyog. Through this project, we are able to reach out to truly marginalized children who live in a thriving suburb of the city but do not benefit from civic amenities the city offer, which includes the civic schools and hospitals.*

*Growth in Pune came in the form inroads made into semi urban / rural pockets with the Grow with books project which spread to 25 Zilla Parishad schools in Mulshi region. This year the project outreach grew from 123 to 212 schools.*

*In the slum communities of Ward A, Mumbai where Door Step School has been working since 1987, our preschool programme has played a significant role in bringing the non enrolment numbers down. With this change, we visualise a modification in our intervention there. Along with our preschool programme, we now plan to introduce Language, Science and Math Resource centers, instead of the current classes. Simultaneously, outreach in Ward M East, Mumbai is to be escalated as the city's data shows that this ward is in need of the kind of intervention that Door Step School can offer.*

*In Pune, an initiative to develop Android apps to teach Marathi alphabet has been undertaken. Children who are unable to attend school for reasons like lack of family support, no accessibility to mainstream school or children who are first time learners enrolled in age appropriate classes find it easier to learn Marathi through these apps. One of Door Step School's volunteer developed the app for teaching the Marathi alphabet and also developed some word games. Tablets have been received in donation on which this teaching material will be loaded.*

*On the advocacy in action front, it is proposed that the Every Child Counts initiative is being put on a web platform, where all involved can access and update information.*

*As usual, we at Door Step School face many a challenges which we are looking forward to taking up in the coming year.*

**Rajani Paranjpe**  
President

**Bina Sheth Lashkari**  
Secretary

<b>Index</b>		
Mumbai	* Mumbai Highlights	6
	* Activities at Glance	10
	* Community Based Educational Programmes – Balwadi , Non Formal Education Class, Study Class	11
	* School on Wheels	21
	* Computer Centre	25
	* Community Learning Center	27
	* Formal School Enrollment	30
	* Bal Samuha	30
	* School Partnership Project	33
	* Training Cell	46
	* Networking	50
	* Volunteering	51
	* Future Plan	52
Pune	* Pune Highlights	55
	* An Overview of last five years	58
	* Work Details	60
	* Every Child Count- A Citizen Campaign	65
	* Parents’ Participation in Children’s Education	68
	* School Intervention Programme	70
	* “Parivartan” Training Center	72
	* Migration & Enrollment	73
	* Collaboration With Other NGO	75
	<ul style="list-style-type: none"> <li>* Executive Body Members</li> <li>* Accountability And Transparency</li> <li>* Many Thanks To                             <ul style="list-style-type: none"> <li>○ <i>Our Major Partners</i></li> <li>○ <i>Our Well Wishers and Donors</i></li> <li>○ <i>Volunteers</i></li> </ul> </li> <li>* Balance Sheet</li> <li>* Financial Snapshot for year 2012-2014 by HelpYourNGO.com</li> </ul>	

## 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	7981	15377	<b>23358</b>
Municipal Schools	9562	39088	<b>48650</b>
	17543	54465	<b>72008</b>
*As children benefit from more than one service at a time, the statistics above are approximate			

## Door Step School – Mumbai Highlights of the Year:

- In an event organized by **Assocham Ladies League (ALL)**, **Ms. Bina Sheth Lashkari** (Co-Founder & Executive Director, Door Step School, Mumbai, Maharashtra) was honored with the prestigious ALL Grassroots Women of the Decade Achievers Award for her outstanding contribution towards education unprivileged children of the society. ALL also quoted that she is a stellar example of humanity and courage, who has transformed lives of more than 2,35,000 children in a new direction. She received the award from Shri. M. Venkaiah Naidu, Hon'ble Union Minister of Parliamentary Affairs, Urban Development, Housing and Urban Poverty alleviation, who graced the occasion as a chief guest along with Dr. Harbeen Arora, Global Chairperson, ALL.
- **Learning to use SWOT Analysis for planning, reviewing and strategizing**  
DSS team, right from the Associate Director to the teachers, has been involved in some intensive workshops on **SWOT Analysis** (Strengths, Weaknesses, Opportunities and Threats) since January 2015. **Mr. Sunny Pawar**, a student of MBA in Social Entrepreneurship from NMIMS Business School in Mumbai, has been the facilitator for these workshops. The team enjoyed learning the new method of analysis and used it to review the projects for which they work. It gave them insights on how to step back and look at the work objectively. This process also gave them a platform to revisit the reasoning behind the conception of the projects when they were started. The results from this process which was also conducted with the beneficiaries and other stakeholders of the organisation will help DSS in devising its future strategies and action plan. The team thanks Sunny for his efforts and the difference he made through his meaningful contribution during his internship period.
- In April 2014, we extended our services in Maharashtra Nagar community, Mankhurd in M-East Ward of Mumbai with the financial support from Child Action, UK and Charities Aid Foundation - UBS. Overcoming the challenging conditions of poor sanitation and high air pollution levels, our team started 2 Balwadis and 2 Non Formal Education classes supported by **Child Action** and **Preeti Charity for Kids** and 1 Community Learning Center and 4 Study Classes supported by **Charities Aid Foundation – UBS** in the community.
- Door Step School has been working in Sanjay Gandhi National Park, Borivali since the year 2010. Plan India, which has been associated and has been partnering with Door Step School since 2006, called upon Door Step School when it planned Project-Sahyog in the National Park. As Door Step School has been already working with few padas in the park it was taken on board for extending its services of Early Childhood Education and

Life skills Education. Committed Communities Development Trust which is another partner in Project- Sahyog will be extending the services of Health and Nutrition.

- Finding a space in the communities we work is often a challenge that we face. To tackle the problem, this year we got another portable cabin in Ward E. This takes the total count of our cabins to two in the same Ward which provide a big airy space to conduct the classes.
- This year we successfully raised **Rs.9,02,650/-** from the charity walk/running events like Footsteps4good 2014 and Standard Chartered Mumbai Marathon 2015.

### SWOT Analysis



### Working in Sanjay Gandhi National Park, Borivali



## Community Profile:

Door Step School works directly in the slum communities through its Community Based Educational Interventions. Keeping in mind the experiences of working in the communities and with most of our children attending the nearby Municipal schools, the organization has adopted a strategy to work with the nearest Municipal School to the community in which it works. This strategy helps in keeping a track of the children who are going to schools which helps in preventing the drop out. We also run School on Wheels in these areas wherever we find a group of children who are out of school and classroom space is a big constraint. This year we worked in total 37 slum pockets and 32 Municipal schools through our interventions in Mumbai and have started initial groundwork for permission and set up in 8 new Municipal Schools.

## Where we work in Mumbai?

Mumbai is divided in administrative wards and we work in the communities and Municipal schools in the following wards:

**Ward A:** Door Step School has been working in Ward A, **29%** of its population living in slums, since its inception and this is where the first class of Non Formal Education class began. Currently, Door Step School has Community Based Interventions in Ganeshmurti Nagar, Backbay, BAN Extension Center, Babasaheb Ambedkar Nagar, Shivshakti Nagar and through School Partnership Programme it works in Colaba, Colaba Market, Lord Haris, Manohardas and Bora Bazaar Municipal Schools. The community comprises of majority population of Banjara community who due to proximity to the docks are more into fishery business and allied activities. Crawford Market and Gateway of India are the locations where we reach out to children through School on Wheels.

**Ward B:** Door Step School has been working in Ward B, **13.33 %** of its population living in slums, since 2001 has Community Based Interventions in Masjid Bunder and Wadi Bunder and through School Partnership Programme it works in Janabai, Dongri and Mandvi Municipal School. The community comprises of majority Tamil speaking population which is majorly involved in daily wage work in grains market or are self employed. Dockyard Road, Wadi Bunder and Bhaucha Dhakka are some of the locations where we reach out to children through School on Wheels.

**Ward E:** One of the most challenging areas with very poor sanitation and high levels of air pollution. Door Step School has been working here since 2006, **11.86 %** of its population living in slums, through Community Based Interventions In Hariyana Gate, Hey Bunder, Jay Bheem Nagar, New Tank Bunder, Pardhiwada, Powder Bunder, Reti Bunder, Reay Road and through School Partnership Programme it works in East Byculla Municipal School. Ward E located on the Eastern shore which offers a sheltered harbour and is therefore the base of the shipping and fishing industry. Most of the population of these communities is involved in daily wage jobs such as cleaning fish, working on dock, scrap collection, ship breaking, rag picking, etc. The

sprawl of slum communities settled on the collector and MBPT lands, whose existence is not acknowledged by either MBPT or BMC because of their unauthorized status offers challenges that have not yet been fully overcome. Reay Road, Reay Road bridge and Hariyana Gate are some of the locations where we reach out to children through School on Wheels.

**Ward F- South:** One of areas where Door Step School has started working in this year is Ward F-South, with **36 %** of its population living in slums. Far more challenging than Ward E, we have been still adjusting with issues of poor sanitation, high levels of air pollution and getting human resources to work here. Door Step School has Community Based Interventions in Indira Nagar, Sewri and through School Partnership Programme it works in Abhyudaya Nagar Municipal School. Indira Nagar has the majority of habitants working as daily wage workers in unorganised sectors.

**Ward M-East:** Door Step School has been working in few communities in M ward since 2008, with **78%** of its population live in slums. Mankhurd, a part of M-East, is the dumping ground of Mumbai – both the trash and the slum dwellers of Mumbai, thrown out of the centers of the city, are thrown into rehabilitation colonies. With high illiteracy rate and more number of children out of school there is huge scope of work and expansion in this ward. Door Step School has Community Based Interventions in Hiranandani Akruti, Natwar Parekh and Maharashtra Nagar area and through School Partnership Programme it works in Shivaji Nagar, Deonar and Shivam Municipal School.

**Ward R-South:** Door Step School has been running School on wheels in this area as it was invited by Rotary Club of Kandivli. The focus of the organization here is to work with the tribal population living in remote hamlets of Sanjay Gandhi National Park, where no basic facilities are available as the land falls under Forest department's jurisdiction. The organization has extended its services of School on Wheels since 2010 for the children in the 4 hamlets of Tumni pada, Chuna pada, Chinch pada and Kelda pada of Sanjay Gandhi National Park. We run Balwadis, Study Classes and Non Formal Education classes for the children in the National Park. We also provide the children transportation till the main gate of the Park thus saving the effort of the children of walking a couple of kilometers to reach the school. From February 2015 we have started working in 13 hamlets(padas) in the Sanjay Gandhi National Park of which few are accessible from the entry gate on Borivali end and few others from Goregaon end.



**Table 1: Activities at a Glance (2014-15)**

Sr No	Programme		Activities	No. of Classes	No. of Beneficiaries
1	Direct Intervention	Community Based Educational Programme	Balwadi (Preprimary)	38	1235
			Non Formal Education	4	95
			Study Class	23	647
			<b>Total</b>	<b>65</b>	<b>1977</b>
		School on Wheel	Non Formal Education	10	278
			Study Class	6	137
			Balwadi	4	143
			<b>Total</b>	<b>20</b>	<b>558</b>
		Computer Center	A ward	31	889
			M Ward I and II		1110
			E Ward	26	691
			F South	19	290
			<b>Total</b>	<b>145</b>	<b>2980</b>
2	School Partnership Programme	Direct intervention in 24 municipal schools covering 9562	Study class	44	638
			Mental Health Project		4313
			Reading Promotion ( Grow with Books)		6932
			School Library (5 <sup>th</sup> to 7 <sup>th</sup> Std)	31	1070
			Bus service (E ward)	1	35
3	Balsamuha			18	330
4	Sponsorship				150
5	Community Learning Center		Door to Door Library	9	542
			Reading Promotion	56	1444
6	Training Cell		Ongoing Training for Teachers		Each group to attend 2 times a month on Saturdays or month end and capsule trainings twice in a year. (92 days of training offered to teachers in this year)
			Area Coordinator/ Coordinator/Trainers (26)		Once in a month

## I : COMMUNITY BASED EDUCATIONAL PROGRAMME:

Door Step School living up to its name, for past 25 years has been taking education to the 'doorstep' less privileged children in urban slums through its Community Based Educational Programme which aims to address three prevalent issues namely non-enrolment, wastage and stagnation. Age appropriate and developmentally relevant interventions have helped us in reaching to the most unreached groups of children right from the Mumbai Eastern Sea Shores of Reay Road to the tribal hamlets in Sanjay Gandhi National Park, Borivali in Mumbai.

### Balwadi:

It is a preschool programme for the children aged 3 to 6 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 enrol 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.

**Table 2: Distribution of Children attending Door Step School Balwadi (2014-15)**

Ward	Units	Children enrolled	Sustained till the end of April'15
A	12	445	374
B	2	58	52
E	11	366	299
M	11	309	267
F-South	2	57	48
	<b>38</b>	<b>1235</b>	<b>1040</b>
SOW III	2	91	63
SOW V	2	52	48
	<b>4</b>	<b>143</b>	<b>111</b>
<b>Total</b>	<b>42</b>	<b>1378</b>	<b>1151(84%)</b>



**Outcomes:**

- Since the commencement of first Balwadi in the year 1989 in slum communities more than **21,100** children have benefitted from the classes which have helped the first time school goers to cope with the formal school environment.
- **1378** children benefitted from total 42 Balwadis run in the slums of six different wards of Mumbai in the year 2014-15.
- Our coordinators and teachers constantly follow up in the community bring children to the class but some of them cannot continue because of various reasons like they have shifted from community; have gone to village on temporary basis etc. More than **150** children were in outreach in this academic year.
- **85%** children attended more than **75%** of the classes which are conducted every day from Monday to Friday all round the year.
- **84%** children who were enrolled in the Balwadi were sustained till the end of the year in Door Step School Balwadis.

**Best Initiatives in Balwadi:** In the view of the fact that our children live in slum communities where the sale of junk food is predominant, the team decided to involve children and parents both alike in this project. The aim of the team was to imbibe healthy eating habits in children as well as to dispel the prevailing myth amongst the parents, that healthy and nutritious food is expensive. To achieve this goal, one of the best initiatives taken in our Balwadi classes was Project – Nutrition. The activities under this umbrella project were, having discussions with children in class about what they eat every day, why wholesome meals are important and what goes into a nourishing meal through charts and craft activities. Importance of washing hands before eating was also emphasized in all the activities. Working with children alone will not change their dietary habits; hence the team continuously involved the parents in discussions related to how healthy food will aid their child’s holistic development process. Parents Meeting which are a regular feature of our all projects was used to strike these meaningful conversations targeting a behavior change in them as well as their children. Parents were counseled to ensure that they understood that nutritious food items are too expensive and buying seasonal fruits and vegetables can give their children the required nutrition. As a culmination of the project, teachers also organized a pot lunch at class level where each one of them had to bring a nutritious item along with them to the class. Parents had sent a variety of items with their wards right from



boiled vegetables to a salad made of sprouts. Children enjoyed sharing the lunch with their friends while citing how nutritious their meal was and what benefits it has. It was an overwhelming day for our teachers who felt their yearlong efforts were paid off. **On the day of pot lunch Rohan expressed, "Didi, Look how colorful our plates look with all the food we brought from our home."**

***Stories of Change: And Ganesh started loving to come to Balwadi....***

*Little Ganesh was only three and half years old when he first started coming to our Balwadi. He lives on a footpath with his family which comprises his parents and an elder brother who dropped out of school. Ganesh's father is a chronic alcoholic and unemployed as well. Mother works as a domestic help and supports the family. Ganesh's mother wanted him to go to school and grow up as an educated child for which she enrolled him in the Balwadi. Coming from a poor family, Ganesh is physically weak as sometimes the family doesn't have enough food to have even two meals a day. Teacher observed within a few days that Ganesh suffered from watery eyes and also hair fall. Ganesh was also found to be a tantrum throwing child who would often want to be treated on his way to the class. On the days when his mother did not buy him the stuff he had a fancy for on his way to the class, Ganesh would hurl abuses at her, throw things around in the classroom and cried bitterly to go back home. Mother felt very humiliated and could not carry on this for a very long time. She requested the teacher to drop him from the class. The teacher told Ganesh's mother to leave the job of changing Ganesh's behavior on her and be relaxed. She counseled the mother to only make sure that she takes Ganesh to the doctor for getting his hair fall and eye problem treated.*

*Meanwhile in the classroom, the teacher started influencing Ganesh's behavior by convincing him that if he comes regularly to class then he would get to play with the huge collection of toys in the class. She also made him understand that his persistent demands for buying eatables on the way to class would leave his mother with very less money for the household expenses. She also used the peer discussion method in class wherein she encouraged other children to speak about they behaved on the way to the class every day. Ganesh was surprised to know that most of them happily came to the class and did not pester their parents to buy eatables on their way. Over a period of time, the teacher gave him more responsibilities in the class and applauded him for the tasks he did. Ganesh also found that his friends had started interacting more with him and now enjoyed his company more. Due to teacher's intervention, the child who was about to be pulled out from the school could continue with his education and also started loving to come to the class every day.*

**Study Class:**

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.

**Table 3: Distribution of Children attending Door Step School Study Class (2014-15)**

Ward	Units	Children enrolled	Sustained till end of April'15
A	5	135	124
E	2	62	49
F- South	2	49	39
M	14	401	334
<b>Total I</b>	<b>23</b>	<b>647</b>	<b>546</b>
SOW III	2	51	18 (A class of 30 children has closed due to demolition and eviction of Powder Bunder community)
SOW IV	4	86	83
<b>Total II</b>	<b>6</b>	<b>137</b>	<b>101</b>
<b>Grand Total (I +II)</b>	<b>29</b>	<b>784</b>	<b>647(83%)</b>

**Table 4: Standard wise breakup of Study Class (2014-15)**

Standard	New	Old	Grand Total
1 <sup>ST</sup>	185	7	192
2 <sup>ND</sup>	72	65	137
3 <sup>RD</sup>	112	91	203
4 <sup>TH</sup>	100	97	197
5 <sup>th</sup>	16	34	50
6 <sup>th</sup>	2	3	5
<b>Grand Total</b>	<b>487 (62%)</b>	<b>297 (38%)</b>	<b>784 (100%)</b>

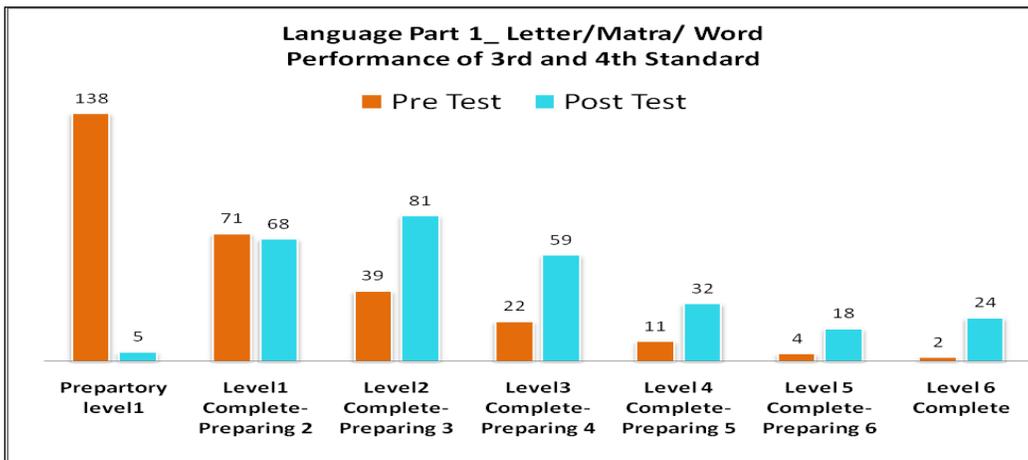


**Outcomes:**

- Since the commencement of first Study Class in the year 1992 in slum communities more than **11,400** children have benefitted from the support offered through these classes which have helped them cope with their studies in formal schools.
- Total **784** children have benefitted from Study Classes. **647** children benefitted from total 23 Study classes run in the centers in slums and **137** children benefitted from 2 SOW projects in the year 2014-15.
- **38%** children have benefitted from the Study Class for second year in row.
- **78%** children attended more than **50%** of the classes which are conducted every day from Monday to Friday all round the year.
- More than **83%** of children who were enrolled in the Study Classes were sustained till the end of the year in Door Step School study classes.

**Performance of Study Class:**

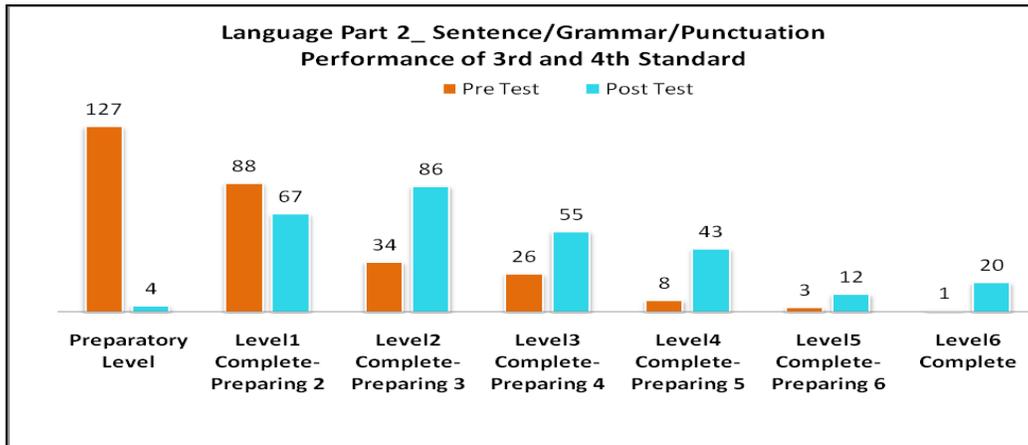
Children who attend the Study Classes are pretested when start with the classes after which based on their current abilities a goal is set as per our mathematics and language curriculum framework. These set goals are tracked throughout the year through formative assessment and a post test is conducted at the end of the year as a summative assessment. The below performance is for **selected 287 (88%)** children of standard 3<sup>rd</sup> and 4<sup>th</sup> who have attended the Door Step School study classes in the year 2014-15.



**Findings of Language Part 1:**

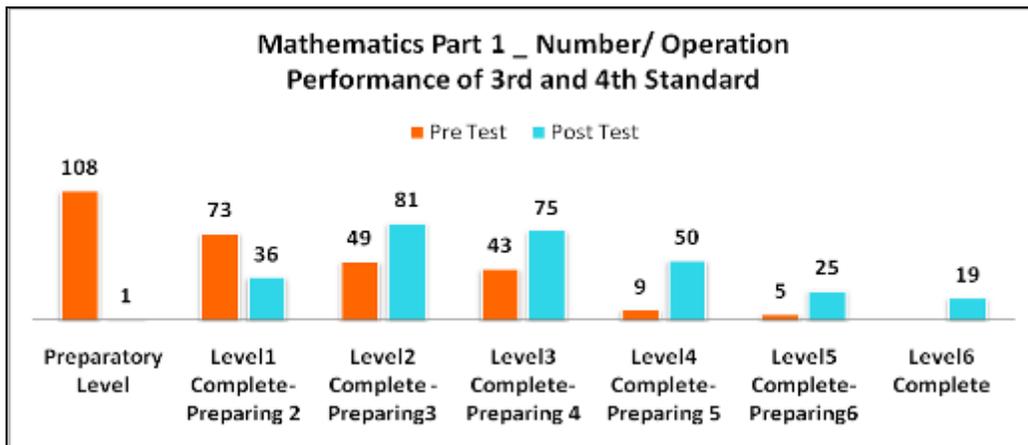
- In post test results, **32** children were seen in Level 4 as against **11** in pretest. These children can recognize and write conjunct letters and words.
- In level 5, as compared to pretest where there were only **4** children, in the post test results there were **18** children. In level 6 there were only 2 children in pre test but in

post test there were 24 children. These children can recognize and write conjunct letters and words as well as use those words in their daily life.



**Findings of Language Part 2:**

- In post test results, **43** children were seen in Level 4 as against **8** in pretest. In this level , children are able to write a paragraph with the help of correct matras and grammar.
- As compared to only **3** children in the pre test there were **12** children in Level 5 in post test results. In this level children are proficient with the grammar and punctuation and also can express themselves nicely. Children of this level are able to make small poems, stories and comprehension on various topics.

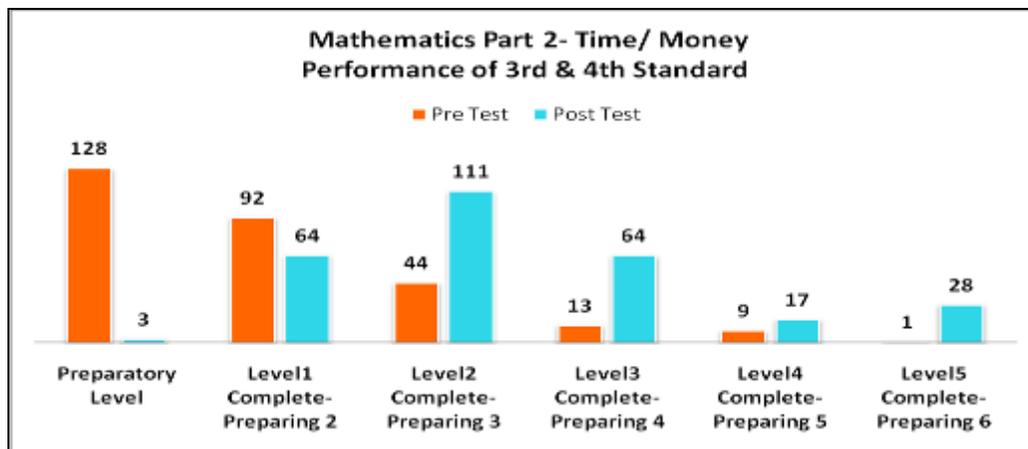


**Findings of Mathematics Part 1:**

- For Mathematics Part 1 in post test results, **50** children were seen in **Level 4** as against **9** in pretest. In this level children are able to recognize numbers from 1 to 100 and multiples and fractions of 100 in concrete as well as abstract. They also know how to

write numbers till 100 in English. These children also know complex subtraction by borrowing and addition by borrowing and also understand concept of division.

- There were only **5** children in the **level 5** in pre test results as against the **25** children in post test results. These children know the formation of numbers till 1000. Children know the formation of dozen i.e. no 12 and also the multiplication of 12. They are able how to convert tables into simple graphs. They are able to do multiplication and division of 2 digit numbers.
- In post test results, **19** children were in level 6 whereas in pre test no children were found in this level. These children are well versed with simple addition and subtraction of fractions and decimals. The concept of division is also known to the children and they are able to perform the operation.



### Findings of Mathematics Part 2:

In post test results, **17** children were seen in Level 4 as against 9 in pretest. These children were able to make small budgets, understood the concept of loss and profit with examples, addition and subtraction of seconds, minutes and hours. They could also convert minutes into hours and vice versa.

In pretest results there was only 1 child in Level 5, but in the post tests results **28** children were in level 5. These children know how to make bills, planning and budgeting.

### Best Initiatives in Study Class:

Activity based learning is one of best ways to reinforce the concepts learnt in school. At Door Step School, we constantly engage children in educational processes that involve applying the concepts learnt in classroom to the everyday life experiences. Pictographs are learnt by children in Municipal schools, but what happened in Door Step School classrooms changed children's

perception about pictographs as well as they actually loved playing around its variations through activity based learning.

During the literacy week celebration, the teachers encouraged children to find out the literacy rate of India on internet. Children formed groups and conducted lane wise survey to understand the literacy status in the community. They later on plotted bar graphs depicting the literacy and illiteracy status, male and female literacy rate and so on. Children were very enthusiastic and to see how the graphs came up and how data can be represented graphically for better comprehension of the gravity of an issue like illiteracy and gender discrimination in education. While conducting the survey children also spread the message about gender equality and importance of education.

Another activity that was conducted with children after they resumed classes post their Diwali Festival break, was discussing the variety of sweets and snack items they had as a part of the festivities. Children put down the frequency of each sweet and snack item and then plotted it on graphs. Using the everyday examples, teacher was successful in teaching children application of graphical representation and different types of graphs like line, bar and pie charts. The work of children was put down on chart papers and displayed in the classrooms for their own reference. **Ajit and Khiru during the activity expressed, “We like to see the Bar graphs as they instantly help us understand the frequency of occurrence of an event”**

### Non Formal Education:

The Non Formal Education class which addresses the educational need of the ‘out of school’ children in the age group of 7-16 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.



Class Activities



Class Activities

Ward	Units	Children enrolled	Sustained till end of April'15
A	2	50	37
M	2	45	33
<b>Total I</b>	<b>4</b>	<b>95</b>	<b>70</b>
SOW I	4	120	94
SOW II	4	102	70
SOW V	2	56	45
<b>Total II</b>	<b>10</b>	<b>278</b>	<b>209</b>
<b>Grand Total (I+II)</b>	<b>14</b>	<b>373</b>	<b>279(75%)</b>

#### Outcomes:

- Since the commencement of first Non Formal Education (NFE) class in the year 1989 in slum communities more than **16,000** children have benefitted from these classes.
- Since 2004 more than **1,310** children from community based Non Formal Education classes and from School on Wheels have been enrolled in formal schools.
- 95 children benefitted from total 4 classes run in the slums of A and M wards of Mumbai.
- An interesting observation has been that more girls attended the NFE classes with **73%** (69 out of 95) of the total beneficiaries of the NFE classes being girls this year.
- **38%** children have benefitted from the NFE Class for second year in row.
- **54%** children attended more than **50%** of the classes which are conducted every day from Monday to Friday all round the year.
- **74%** of children who were enrolled in the NFE Classes were sustained till the end of the year.
- **32%** children have been enrolled in formal school from the NFE classes in the year 2014-15

#### Best Initiatives in Non Formal Education Class:

Being out of school, our Non Formal Education class children are alienated from formal mainstream education. The only limited time they get exposure to educational activities is in our Non Formal Education classes. Given that they have little interest in education, the teacher in our classes are always at task, constantly thinking of innovative activities to keep these children's interest in coming to the class as well as pick up the basic literacy skills at the same time. In order to stimulate children's imagination skills while coupling it with maths and language skills, the teacher planned activities related to a trip in airplane.

The teacher discussed with children different modes of transportation which included land, water and air. She read out a very elaborate travelogue to the children which described the entire experience of traveling in a plane with minute details. Children after the discussion and listening to the travelogue were encouraged to write words and sentences they could recollect. Children also made paper planes in an art and craft activity to build on the tempo for taking the process further. The class also collected Bus and Train tickets while the teacher took a sample ticket from internet and brought to the class. They discussed the distance covered in kilometers through each of these travel modes and also the respective time that is taken for the same for which aids like maps and measuring scales were used. Children were quick to observe that the air travel saved their time and could take them to far off cities and even countries in shortest possible time. Now to give them the thrilling experience of sitting in a plane, the teacher planned an activity wherein they made handmade passports which looked like real passports, they were instructed on how to get a ticket and visa, keeping a check on luggage limit that can be carried along with them, securing a boarding pass and other important procedures one has to follow. On the day when the children were to fly, the team created an ambience of an airplane in the classroom. There were seats with numbers on them and also our very own teacher dressed up as an air hostess. The teacher asked children to imagine how they would feel when sitting in a plane and what all would they see from the plane flying past or below them. The Air hostess helped children settle in their seats and then instructed them on other processes. The practice of writing the words related to the activity as sight words in the class, measuring the distances, making passports by hand etc helped children learning a lot of language as well as maths concepts. Children were thoroughly delighted on the flight and for weeks after that kept discussing their experience on the flight. Some of them expressed their feeling of sitting in the plane as below:

**Kali said, " I could see tiny children playing in fields while my plane took off from the runway."**

**Kajal expressed, "I was amidst the clouds and could see the fields, trees and villages as we were flying over them."**



*Created by Meena, 7 yrs*



*Created by Meghna, 6 yrs*

**Stories of Change: Kajal takes first step towards formal schooling...**

*10 years old, Kajal was found in one of our out of school children surveys in the slum community. She lives with her parents and is the only daughter of her parents. Father has studied only till class five and mother has never been to school. Both the parents work on the docks as daily wage workers. Kajal was never enrolled in school as the parents did not see any benefit in enrolling her in a school. The teacher convinced her parents to send her to the Non Formal Education class of Door Step School where other children like her, who were out of school, were taught basics of language and maths. Though initially hesitant, Kajal's mother later gave in to the teacher's persistent follow up visits. In spite of this Kajal would only show up occasionally to the class and would remain at home for most of the days.*

*The teachers checked with other children and her neighbors about what Kajal does when she does not attend the class. She was surprised to know that Kajal and mother were very fond of watching television and hence Kajal avoided coming to classes. Their entire day's schedule was planned around the shows they watch on television. The teacher understood the root cause of Kajal's absence in classes and decided to take the situation under her control. She spoke to her mother and made her realize her craze for watching television was affecting her daughter's studies. The teacher also discussed that how much exposure to television should Kajal have at such a young age. The mother agreed to send Kajal to class but still Kajal was not found to be regular. The teacher then decided to take the other children from the class and conduct the class in Kajal's house itself. Kajal's mother was overwhelmed on seeing the entire class and teacher coming to their place. She also realized how motivated the other children were and promised that Kajal would never miss a class thereafter. Soon Kajal started coming to class regularly and shows good progress in studies. With the teacher's persistent efforts and other fellow classmates' help, Kajal today is a regular in the class. The teacher presented Kajal's performance in Parents Meeting and appreciated her mother for sending her regularly to class. The teacher then planned with the mother to enroll Kajal in formal school next academic year. While we write this, Kajal has already started going to formal school and we are satisfied with her smooth transition from being out of school to a formal school set up.*

**School on Wheels:**

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 17 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 of basic literacy is achieved. In the communities where space is a constraint School on Wheels also doubles up as a classroom space.

**Table 6: Distribution of Children attending Door Step School - School on Wheels (2014-15)**

Ward	Location	Units		Children enrolled	Sustained till end of April'14
<b>School on Wheels I</b>	Crawford Market, Bhaucha Dhakka, Wadi Bunder Yard No.7 And 12	NFE	4	120	94
<b>School on Wheels II</b>	Wadi Bunder Fire Station, Reay Road Under Bridge, Reay Road Near Railway Station, Reay Road Near Masjid	NFE	4	102	70
<b>School on Wheels III</b>	Powder Bunder, Reti Bunder, Hariyana Gate	Balwadi	2	91	63
		Study Class	2	51	18(A class of 30 children has closed due to demolition and eviction of Powder Bunder community)
<b>School on Wheels IV</b>	Chinch Pada, Nava Pada, Tumni Pada, Keldai Pada,	Study Class	4	86	83
<b>School on Wheels V</b>	Maharashtra Nagar – Bheem Nagar, Ambedkar Nagar, Samata Nagar, Indira Nagar	Balwadi	2	52	48
		NFE	2	56	45
		<b>Total</b>	<b>20</b>	<b>558</b>	<b>421(75%)</b>

**Outcomes:**

- Since the inception of the School of Wheels in the year **1998** in slum communities more than **4000** children have benefitted from these classes.
- **409** children have been enrolled in formal schools since the beginning of the first School on Wheels.
- **558** children benefitted from the classes which were run in 20 locations of 5 different wards of Mumbai. These children are a part of Balwadi, Study Class or Non Formal Education project, the only difference is that they learn through the medium of School on Wheels.
- **74%** children attended more than **50%** of the classes which are conducted every day from Monday to Friday all round the year.
- **61** children have been enrolled in formal school from the School on Wheels project in the year 2014-15.
- **72%** of children who were enrolled in School on Wheels were sustained till the end of the year in our class.

**Best Initiatives in School on Wheels:**



The School on Wheels project reaches out to most underserved children living on streets and pavement. These out of school children are most vulnerable and temperamental from the different groups of children with whom we work. To keep their interest and motivation sustained, the team adopts various strategies through which they are constantly involved in the classroom processes. Every year School on

Wheels team runs year long projects on a theme where children for the entire year as a part of their classroom activities as well as beyond classrooms work on collecting information and increasing their knowledge about the theme. Some of our past projects have been life cycle of plants, the Great Maratha Warrior Shivaji Maharaj, our helpers in community and so on.

At the beginning of this year the team along with the children chose the theme of Pollution. The teacher stimulated discussions in the group by probing them on the types of pollution, causes, problems caused by them and how it affects them and the earth. Children came up with a lot of information and also were able to observe the sources of pollution around their living area. The teacher used methods like chart reading, role play, puppet shows etc to reinforce what they had discussed in class. To culminate the year long efforts children decided to put up an exhibition for their fellow classmates as



well as other children. The day of exhibition saw an enthusiastic bunch of children exhibiting the various models they had prepared by collecting waste material along with their teacher. The teacher was beaming with pride when she saw the children come up with a wonderful explanation for the models they had prepared.





Class in School on Wheels



Art & Craft activity



Reading Activity



Art & Craft activity



Clay Activity



Exhibition on Pollution

***Stories of Change: And Ajay is reunited with his family***

*Ajay who lives in Wadibunder in an open space started coming to the class only after a lot of persuasion. Once he started coming to the class the teacher found out that he stays with a woman who is not his mother. Ajay came to the class with his younger sister Pooja. The woman with whom Ajay and Pooja stay had got them from a Drug Peddler and the kids started staying with her.*

*On further confrontation, it was found that Ajay and his sister Pooja had been brought to the city by their aunt from Bihar, the state where their native place is. The aunt sold them to the drug peddler from whom the woman, with whom they stay currently, has rescued them. Ajay and Pooja went for begging and selling limbo mirchi after the class and earned money for buying food for the family with whom they stayed then. Door Step School staff also found that the children remember the place from where they come in from Bihar, name of the school and their teachers from school, name of their real parents and siblings too and also confessed that the names Ajay and Pooja are not their real names.*

*Door Step School with the help of an intern who was working with us tried to contact an agency which works for child protection and helps rescuing the children from difficult situations. The intern had spoken to the representative from the agency and received no substantial timely help from them. Meanwhile we were keeping a watch on the children and ensuring by taking a follow up with the agency to understand their future course of action. While Ajay was selling toys, one of Ajay's relatives in Mumbai spotted him and took him back to his native place. Pooja, who was in the children's' remand home, was later reunited with her family as the Bihar police were looking for her as a case of missing person was filed by her parents with them. To release the children from the home, Door Step School teacher took lot of follow up with police to ensure that the children are reunited and are safe with their families. Door Step School staff is glad that finally there is closure to the case and everything ended on a happy note.*

**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 covers 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 5 such centers in Mumbai to enhance literacy skills and provide them with basic computer knowledge.

**Outcomes:**

- Since the inception of the first Computer center in the year **2003** in Cuffe Parade slum community, today we have grown to **5** Computer Centers which are run in 4 wards of Mumbai and till date we have successfully reached out to more than 19,900 children.
- In the year 2014-15, total **2,980** children and youth learnt a variety of concepts from language, mathematics, science and geography through the educational software available at the centers.
- 169 children and youth took the benefit of the Summer Vacation Batch which was run for 14 days. They learnt working with folder and files, Microsoft Office suite applications like word, PowerPoint, excel and publisher.

**Table 7: Distribution of Children attending Door Step School Computer Center(2014-15)**

Ward	A Ward		E ward		Hiranandani Akruti (2 centres)		Indira Nagar		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
<b>Door Step School</b>	23	660	19	617	25	708	4	106	<b>71</b>	<b>2091</b>
<b>Non Door Step School</b>	7	229	7	74	44	402	15	184	<b>74</b>	<b>889</b>
<b>Total</b>	<b>31</b>	<b>889</b>	<b>26</b>	<b>691</b>	<b>69</b>	<b>1110</b>	<b>19</b>	<b>290</b>	<b>145</b>	<b>2980</b>

\*Door Step School group consist of children who attend the literacy classes everyday and the Non Door Step School group consist of all others from the slum communities.

*Sifa's uncle surprisingly said," Teacher, even these young balwadi children know how to operate computer. I don't know how you teach such young children computer. If they learn well, it will definitely help them in future."*

*Samina," We have computer at school but our teacher always asks us to write in our notebooks and doesn't let us access computer much. Once I had an opportunity to access, I taught my friends computer so my sir (another computer teacher) asked how come you know so much. I proudly said I have learned it at DSS computer center."*



### **Community Learning Center (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. In the view of response from the children in the community we started with a new Community Learning Center in Hiranandani Akruti area in Ward M. We also started one new center in the Sanjay Gandhi National Park area to reach out to tribal children in the remote hamlets in March. These new centers take the count of Door Step School CLCs to four CLCs which are across 4 locations in Mumbai. In the new academic year we plan to start three new centers one in Maharashtra Nagar area of M-East Ward and two in the hamlets of Aarey Colony area in Goregaon area of Mumbai. As a start up for setting up a center in Maharashtra Nagar in 2015-16, we have set up a open library which catered to **180** children in 2014-15.

**Table 8: Community Learning Center status (2014-15)**

Location	Units	Total number of beneficiaries	Total Number of books
Transit Camp, Ward A	24	689	1804
Indira Nagar, Ward F-South	8	262	909
Hiranandani Akruti, Ward M	21	423	653
Sanjay Gandhi National Park	3	70	132
<b>Total</b>	<b>56</b>	<b>1444</b>	<b>3498</b>

At Community Learning Center we take 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.

### Highlights:

- Teacher narrated the episode of how Afzhal Khan was killed by Shivaji Maharaj. This episode was a part of the information that was shared about different forts that were built or captured by Maratha Empire in Maharashtra. Children prepared and performed a role play enacting the same episode in front of other children. While playing different characters in the play children mentioned that the historical movies that they have seen on television helped them pick up the required body language.



- As a part of their project, children researched on different forts which were a part of Maratha Emperor Shivaji Maharaj's Empire. 5 forts were made and presented by children. These forts were chosen for their significance in life of Maratha King Shivaji for example Shivaji was born Shivneri whereas Pratapgad fort reminds the fiery battle fought between Shivaji and Afzal Khan. Teachers expressed in feedback note that it was informative and interactive as our children first time in their life got opportunity to see forts and minute details of life of King Shivaji were communicated in it. Children were also happy to see what they read in their history textbooks often in just a narrative format. Tina said curiously after observing Raigad, "Didn't Shivaji get tired after climbing 1737 stairs? I was stunned " while Suman who studies in Non Formal Education class said, "I would be privileged if I would have been born in Shivneri fort as I would have got an opportunity to see real fort and my childhood would have been fantastic like Shivaji."



Activities in Community Learning Center



### 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 takes responsibility of maintaining the record of the books borrowed and facilitating the library program. Under Project Sahyog we started Door to Door Library in the hamlets of Sanjay Gandhi National Park in May and Aarey Colony in June this year. This initiative will give children in the hamlets an access to a huge collection of books which they otherwise would not have had. This year total **8** volunteers reached out took the Door to Door library service to more than **362** children who had an option of reading from the collection of more than **1161** books.

Location	No of Volunteers	Total number of beneficiaries	Total Number of books
E ward (3 locations)	4	216	1011
Sanjay Gandhi National Park (4 locations)	4	146	150
<b>Total</b>	<b>8</b>	<b>362</b>	<b>1161</b>

### Formal School Enrolment:

Enrolled from	No. of Children Enrolled	Number sustained at the end of year Apr'14	Percentage Sustained
Balwadi	590	583	99%
Non Formal Education Class	93	73	78%
From the community	14	14	100%
<b>Total</b>	<b>697</b>	<b>670</b>	<b>96%</b>

This year was huge success in terms of retention of enrolled children in formal schools. Around 96% children who were enrolled in schools continued attending the schools till the end of academic year. This can be attributed to parents' increased awareness levels about importance of education.

Type of Class	KG	1 <sup>st</sup>	2 <sup>nd</sup>	3 <sup>rd</sup>	4 <sup>th</sup>	5 <sup>th</sup>	6 <sup>th</sup>	7 <sup>th</sup>	Grand Total
Balwadi	121	457	12	--	--	--	--	--	590
NFE	--	24	19	28	10	6	3	3	93
Community	--	10	00	2	1	1	--	--	14
<b>Grand Total</b>	<b>121</b>	<b>491</b>	<b>31</b>	<b>30</b>	<b>11</b>	<b>7</b>	<b>3</b>	<b>3</b>	<b>697</b>

### 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 who are in in between 10 to 18 years of age have been introduced to education by the efforts of the organization, and are now studying in the secondary or higher secondary schools.

**Table 12: Bal Samuha Status 2014-15**

No.	Bal Samuha	No of Groups	No of Members
1	Community Based Bal Samuha group	9	161
2	School Partnership Programme – Bal Samuha group	9	169
	<b>Total</b>	<b>18</b>	<b>330</b>

**Highlights of the year:**

- 1. Workshop on Child Rights:** Two Bal Samuha children with their mentor got an opportunity to participate in the event “Play the Rights card” under Nine is Mine program. It was organized to make children aware of their rights and was held in Delhi. To make more children aware of their rights, a workshop was organized by Door Step School wherein these 2 children were involved and coordinators facilitated the process. The facilitator translated all the cards and made presentation in Hindi language which was practiced by these two kids. Children's understanding of various articles reflected on charts which they made during group work using pictures from magazine and newspaper. 61 children got opportunity to know the rights of children and relate them with themselves.



61 children got opportunity to know the rights of children and relate them with themselves.

- 2. Two days Residential Camp and one day visit to Smart Eco Park :** 50 children from A and M ward attended residential camp organized by Rotary Club of Bombay Pier in Lonavala in which they participated in various adventurous activities like Archery, Rappling, Kayaking & Swimming, Rope Walk, Rock Climbing and various team games. 5 Bal Samuha children won trophies in various activities and our Bal Samuha kids performed well in 2 street plays which were appreciated by all teachers and students. They also got



opportunity to interact with other school students too. Later they visited Smart Eco Park for a day, where students observed recycling & waste management, purification of water etc. **Ajay who overcame his fear of water during swimming said, “I overcame my fear of height and water through various activities and I learnt the importance of environment conservation in Smart Eco Park too.”**

### 3. Our Aspiring Stars put together a Talent Show:

Over 150 children participated in the Talent Show which was organized by children for the children. To celebrate the New Year’s Eve, the aspiring stars from ages 11 to 16 years came together for the show which aimed to spotlight young talent in community and to encourage children to express artistically. It was a remarkable big scale event for Bal Samuha children who got a platform to show their skills and talent in various categories such as street play, dance, drawing, rangoli making, puppet making and singing. Children were very enthused and worked hard.

### 4. Short Story Writing Workshop:

Pomegranate Workshops in collaboration with Mohile Parikh Center organized Short Story Writing Workshop for the children of different NGOs. 65 DSS Children participated in art exhibition of Deutsche Bank’s photography workshop and later had discussion on different pictures from which they selected the picture and wrote an elaborate story on it. In this process few best stories were selected. Two children won first and third prizes and 6 students were awarded with the Certificates for Outstanding Story produced.



## II - SCHOOL PARTNERSHIP PROGRAMME

Working in the community to promote schooling, and making learning a joyful process has been the backbone of each activity taken up at Door Step School. Door Step has been working in the slum communities for more than 25 years now. Back in 1999, it was felt that the kids should be put into the mainstream education system to ensure recognition to all the efforts taken by them, and in turn help them acquire a respectable social status. This led to the enrollment of children from community to municipal schools. After the initial stint at the student enrollment, it was decided to extend the process deployed at the community centers to schools primarily contribute to strengthening the prevailing education system in the schools, and also to make schools an encouraging place for learning – which brought School Partnership Program into existence.

The School Partnership Programme 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 projects include Study Classes – during and after school hours, Reading Promotion and the Mental Health Project. Reading Room, Library, and Home Lending got added subsequently to make the Reading Promotion project richer. Other activities include – E-learning, competitions, workshops, educational visits etc.

The organization's work with schools through School Partnership Programme falls under various sections of Right to Education Act, 2009. The Act came much later, but the efforts of the organization have been consistent since inception to address the issue of age appropriate learning levels through Study Classes, School Management Committee through awareness sessions and participation of our staff in the Municipal School SMCs, enrolment of children in schools through school enrolment drives undertaken by our staff members and transportation to school through School Bus Service.



Currently, School Partnership Program is deployed in close to 24 MCGM schools. List of schools along with the ward, and the number of students reached in each school, is provided below to get a clear idea of the scope.

Sr.	Ward	School Name	Medium	Since	2014-15
1	A	Colaba Municipal School No. 1	Marathi	1999	280
2	A	Colaba Municipal School No. 2	Marathi	1999	175
3	A	Colaba Municipal School No. 1	Hindi	1999	509
4	A	Colaba Municipal School No. 2	Hindi	1999	658
5	A	Colaba Municipal School	English	1999	1478
6	A	Janabai & Madhavrao Rokade Municipal School	Marathi	2005	367
7	A	Lord Harris Municipal School	Marathi	2010	204
8	A	Bora Bazar Municipal School	Hindi	2010	205
9	A	Manohardas Municipal School			63
10	A	Colaba Market	Hindi	2010	133
11	B	Dongari Municipal School	Marathi	2012	251
12	B	Mandvi Municipal School	Hindi	2012	127
13	E	East Byculla Municipal School	Marathi	2010	73
14	E	East Byculla Municipal School	Hindi	2010	360
15	E	Rambhau Bhogale Municipal School	Marathi		155
16	F-South	Abhyuday Nagar Municipal School	Hindi	2012	260
17	M-East	Shivaji Nagar Municipal School No. 1	Marathi	2010	508
18	M-East	Shivaji Nagar Municipal School No. 1	Hindi	2010	896
19	M-East	Shivam (Deonar) Municipal School No. 1	Marathi	2012	311
20	M-East	Shivam (Deonar) Municipal School No. 2	Marathi	2012	340
21	M-East	Shivam (Deonar) Municipal School No. 3	Marathi	2012	397
22	M-East	Shivam (Deonar) Municipal School	Hindi	2012	1079
23	M-East	Deonar Municipal School	Marathi	2012	130
24	M-East	Deonar Municipal School	Hindi	2012	603
<b>TOTAL BENEFICIARIES</b>					<b>9562</b>

### Study Class:

Children get enrolled into schools either through the provision of RTE Act or through Balwadi – in a conventional manner. Children getting enrolled through RTE are older in age but fresh to schooling. As a result, they face a lot of challenges in relation to curriculum, letters and numbers, basic linguistic and mathematical constructs etc... Falling behind in studies or being far too different academically from other students is quite discouraging, and lead students to drop out. Study class or age appropriate class is a means to provide much needed support to students lagging in mathematics and languages. This is only to help them cope up with the academic expectations of the standard, and be with rest of the class in a competent manner, in a way – builds confidence and reduces chances of dropping out from schools.

**Table 14: Breakup of Study Class enrollment year 2014-15**

Sr.	Schools By Location	Medium	Strength
1	Bora Bazar Municipal School	Hindi	14
2	Manohardas Municipal School	Marathi	8
3	East Byculla Municipal School	Hindi	79
		Marathi	20
4	Janabai & Madhavrao Rokade Municipal School	Marathi	69
5	Rambhau Bhogale Municipal School	Marathi	22
6	Colaba Municipal School	Hindi	179
		Marathi	64
7	Shivaji Nagar Municipal School	Hindi	134
		Marathi	49
<b>Grand Total</b>			<b>638</b>

Study classes, as mentioned above, are meant to provide additional inputs to help student in picking up the linguistic and basic mathematical skills. This facility is extended to students from first to seventh standard. Provided below is an overall performance of students in study class from schools from each of the above locations.

### Outcomes:

- Since the commencement of first Study Class in the year 2000, till date more than **7157** children from municipal schools have benefitted from the support offered through these classes which have helped them cope with their studies in formal schools.
- **638** children benefitted from total 44 Study classes run in the 10 Municipal Schools of Mumbai in the year 2014-15.
- **78%** children attended more than **50%** of the classes which are conducted every day from Monday to Friday all round the year.

**Best Initiative in Study Class:** Moving from Non-Standard to Standard Methods of Measurement

Students were asked to come forward and measure the length of blackboard without using any instrument. A couple of students quickly suggested usage of hands (hand spread from tip of thumb to tip of the ring finger) or feet to do so. Each student was asked to take turn to measure length and write number of hand spreads on the blackboard against the name of the student. Post this activity, students were asked to measure the length of a line drawn on the floor using their feet and report it on the blackboard. It was easy for students to figure out that count of each student was different and it could be difficult to ask someone to make a blackboard by number of hand spreads or feet.

Next activity was to measure the length using a rope as a means to measure. This time length of each student was more or less same. Though easier than the earlier method, issue of 'how long' was not getting resolved – leading to the need of a standard measuring tool.

Last activity was to measure length using a standard scale. This time, length as measured by each student was same – and students were quite convinced that it is possible to tell the blackboard maker the length – how many scale, smaller units etc... Students were then asked to observe the scale – and they noticed 'cm' and 'in' written on it. This is when they were introduced standard measurement units for length – centimeter and inch, and the relation between them.

**Sagar shared his experience that, "Shopkeepers sometimes use length of their arms to measure length of the cloth." Nitin expressed his displeasure by saying that, "There is no standard measurement unit to measure milk in the locality where I reside."**



Learning in Study Class



Teaching Alphabets



Geography Workshop



Language Workshop

### **Stories of Change:**

12 years old Rukhsana was enrolled in fifth grade in the BMC School under the Right to Education Act. Although her mother-tongue is Urdu, she was admitted to Marathi Medium School. She had completed her 1st and 2nd standard in a Hindi Medium school. Due to a serious illness of her father, she had to leave school, resulting in an unfortunate gap in her academic life. Rukhsana has three younger siblings. Her mother managed a small shop to supplement their income. After her father recovered from his illness and resumed work, she resumed school but this time in a different medium of instruction.

Rukhsana was completely new to Marathi and it was difficult for her to speak in class. This was forcing her to often sit quietly and interact rarely with other students. She would reply in Hindi if asked something. Rukhsana was a complete novice to Marathi but as Hindi also uses Devnagari script like Marathi she understood a bit of the new language. However, she was getting lost in 'Matraas'. Door Step School teacher started teaching her 'matraas', got her letter & word cards for practice, and encouraged to do sentences on her own. She started completing her home work, and getting it verified from teacher. She particularly liked practicing 'matraas' and making sentences using word cards. She made earnest attempts to learn reading and writing. It was interesting to see her keeping blank spaces in the sentences, and waiting for the teacher for prompting appropriate word and then continue.

Rukhsana was found to be a bright, sincere, and self-driven student, with good grasping power and good retention abilities. She is getting better and better at both, reading and writing, leading to a steady rise in her confidence. She is very attentive in class and takes part in all activities. In fact, she attempts to help her class-mates too. The BMC class-teacher mentioned that she has observed Rukhsana complete her home-work regularly, as well as read and write with quite ease. Thus, Rukhsana overcame her fear of learning a new language as well as is now trying to master to speak and write in Hindi as well as Marathi language.

## Reading Promotion:

Lack of reading skills is one of the major reasons for drop outs at a later stage. Identifying needs of the child, involving child into collaborative activities, introducing letters and numbers through games and art activities, are part of the process aimed towards developing language skills from scratch. Program is designed to encourage children to reading as well as comprehensive skills, boosting their confidence & self-esteem thereby arresting Drop Outs... Please find below the strength of students under performance observation in each school for Reading Promotion project –

Ward	School Name	Strength
A	Bora Bazar Municipal School	96
	Colaba Municipal School	2226
	Lord Harris Mun School	117
	Manohardas Municipal School	63
B	Janabai & Madhavrao Rokade Municipal School	159
E	East Byculla Municipal School	524
F-South	Abhyuday Nagar	260
M-East	Deonar Schools	733
	Dongri	251
	Mandavi	127
	Shivaji Nagar Municipal School	802
	Shivam Schools	1574
<b>Grand Total</b>		<b>6932</b>

## Outcomes:

- Since the commencement of the Reading Promotion Programme in the year 2008, till date more than **30932** children from municipal schools have enjoyed the reading which has improved their reading skills. These improved reading skills build confidence in children as well as help them understand the lessons in school as they become familiar with the language.
- **6932** children benefitted from Reading Promotion programme run in **24** Municipal Schools of Mumbai in the year 2014-15.
- Children enjoyed reading books from a collection of more than 17,500 books.
- To sustain the reading skills acquired by children, Door Step School created Reading Rooms in 5 municipal schools.



### Best Initiative in Reading Promotion:

As the parents of our children are largely daily wage workers, the children are mostly on their own while coming to school or if they are sent by parents to run errands. Keeping in mind that they should be aware about what is to be done if they are lost on their way to school or home; a special story was narrated to them, called 'Malu Bhalu'. In the story, Bhalu's mother teaches her how to protect herself and find her way back home if ever she gets lost. With the help of this story the teacher wanted to give a message to the children that if they get lost then what all things they should take care of. She told them to note their parents name, home address, phone number, house map, schools map and other basic information. She also explained how they should find good people on the street who can help them out in case of an emergency. Such precautionary measures are very much important to children in today's world and stories are the best way to teach children. Children sincerely noted the information well and were very attentive. **When the teacher asked the children what they will do if they got lost like Malu then the Amit said," I will call the police, I know the number it is 100". Ariba said," Teacher I will tell someone to help me call my parent's number".**

**Stories of Change:**

*10 years old, Pratima, is a first generation learner from her family. As per the provision of enrolment of children in age appropriate class, under the Right to Education Act she was enrolled directly to second standard. Having never been to school, her parents could offer very little help to her with studies at home. Being enrolled directly in the school – she was not aware of the letters as well as numbers. Being the senior most in the class by age and not having even the slightest idea of the letters and numbers was making it difficult for her to participate in class activities. She would often sit quietly on the last bench and not interact with anyone. Upon realizing that Pratima is trying to stay away from the class for the reasons of her inability in reading and writing – DSS teacher involved her more into activities requiring her to speak or express. Along with this, DSS teacher encouraged her to play with clay and make different shapes, connect them and create new ones. This activity subsequently was moved onto paper, where she would draw shapes on paper. This formed the base for her letter writing. Now, she was introduced to letters formally – having known shapes and ways to connect them made it easy to read and write letters. This boosted her confidence and also drove her to do some more on her own. Good thing was – despite making mistakes, she never gave up. Secondly, she carefully listened to the feedback from teacher and implemented changes suggested.*

*Pratima is at ease with her classmates, now. Her interest in studies has grown, which is quite visible through her participation and volunteering to read and write contents on the blackboard. We will continue to be with her to ensure smooth transition to higher classes, too.*

**Reading Room and Home Lending:**

These are supportive programs to Reading Promotion project mentioned above. Encouraging students to think beyond topics covered under school syllabus, stimulating interest of their siblings in books and engaging them in reading, making parents aware of activities carried out in the schools are some of the thoughts behind running these support programs to Reading Promotion project. These projects are run in schools, where school authorities are supportive to these projects, and sufficient space is available for library reading room, as well.

**Reading Room:**

Each corner of the room is set up with alternate means of reading, namely - Arts & Crafts corner, Book corner, Literature corner, and Writing corner. Student gets a chance to understand his interest, and choose the corner of his choice. Each turn of reading room is characterized by a theme. Themes are based on the books available in the DSS library at the school. Corner may get replaced by some other activity depending on the events in the society/community, for example – Games corner to take the advantage of the cricket fever during Cricket World Cup. So far, following themes were implemented in reading room,

- |              |          |          |           |            |          |             |
|--------------|----------|----------|-----------|------------|----------|-------------|
| 1. Adventure | 2. Water | 3. Games | 4. Leader | 5. Animals | 6. Birds | 7. Gandhiji |
|--------------|----------|----------|-----------|------------|----------|-------------|

Set up of room is far different from the class room, as well as conventional library. This makes it quite appealing to students. Innovative themes make it easy for students to gather information about the theme easily. Informal atmosphere in the room helps students in opening up and participate freely. Here is a list of schools supporting Reading Rooms.

Sr. No.	Schools By Location	Classes		Turns	
		Count	Standards	Count	Avg. Students
1	Shivam Municipal School – Marathi 1	8	1 <sup>st</sup> to 4 <sup>th</sup>	116	19
2	Shivam Municipal School – Marathi 2	8	1 <sup>st</sup> to 4 <sup>th</sup>	133	21
3	Shivam Municipal School – Marathi 3	10	1 <sup>st</sup> to 4 <sup>th</sup>	138	22
4	Shivam Municipal School – Hindi	10	5 <sup>th</sup> to 7 <sup>th</sup>	90	36
5	Abhyudaya Nagar Municipal School	10	1 <sup>st</sup> to 4 <sup>th</sup>	45	17



Self Reading



Group Reading



Puppet Making related to Story



Story Writing

### Home Lending:

A need was felt to allow students to read books of their choice for a longer time. This led to the concept of Home Lending, whereby students are allowed to carry books home and keep it for a maximum period of seven days. Subtle objective here is to make family members to look at the books, make student to explain them the details and attract family members (in particular, younger siblings) to reading. This activity commenced from October 2014 only for students of fourth standard, and students are given books once a week.

### Mental Health Project:

Unstable social, professional and economic environments are the prime characteristics of any underprivileged society. These factors, although unintentionally, contribute to negligence for special needs of any child. To address issues arising out of instable environment, Mental Health program was introduced in three central locations – namely, Colaba, Shivaji nagar and Byculla. Mental Health program carries out activities to identify special children, identify needs of these children, make parents aware of the special needs, refer special needs to external agencies for confirmation as well as further consultation, and follow up with all the stakeholders till the closure.

Currently, Door Step School runs programs for students from 1<sup>st</sup> to 7<sup>th</sup> standards. As a result, students are identified through class observations, and subsequent intake sessions. Cases needing special intervention are referred to external agencies, and rest of the cases are counseled in-house. Status of cases is given below for better clarity.

**Table 17: Status Of New Cases**

Name of the School	Medium	Students Observed	Cases					
			Identified	Referred	Total	Intake	Closed	Open
Colaba (1st to 4th)	English	160	6	10	16	16	11	5
	Marathi	70	8	1	9	9	7	2
	Hindi	130	26	3	29	29	21	8
Shivaji Nagar (1st to 7th)	Marathi	80	8	14	22	14	10	4
	Hindi	40	2	45	47	22	15	7
Byculla Schools (1st to 4th)	Marathi	10	5	9	14	14	13	1
	Hindi	38	5	15	20	20	12	8
<b>Total</b>		<b>528</b>	<b>60</b>	<b>97</b>	<b>157</b>	<b>124</b>	<b>89</b>	<b>35</b>

As can be figured out from the table above –

- 528 students were identified through class observations as needing screening
- 56.8% cases were closed
- Other notable points of the program are –
- Most of the cases (close to 85% cases) have Academic, Behavioral and Emotional issues
- However, number of cases needing attention for IQ, Autistic, Visual or Speech impaired, Genetic Disorders and other physical challenges is quite high (most of the open cases). Such cases are referred to external agencies for further treatment. Parents are sensitized and encouraged for further treatment
- Total of 50 workshops were conducted for students, parents and teachers, as well. Parents were introduced to various aspects of Good Parenting, and shaping the future of their child. Sessions on Behavior, Study Skills, Friendship, Memory, Concentration, Health and Hygiene, and Peer Pressure were conducted for students with an aim to help them in studies as well as for personality development. Members of Bal-Samuha also got benefitted from these sessions.
- Sessions were taken for school teachers on the Role of Counselor, and Stress Management



Session with School Children



Session With School Teachers



Session with Children



Individual Session

### **Stories of Change:**

*6 years old Priya, enrolled in standard 1st, was found to be irregular to BMC School. The teacher had shared with the counselor that the child has behavioral issues and does not listen to her. The teacher also shared that Priya is very irregular in school and also does not speak to anyone in class. When the counselor spoke to the Priya's parents, they shared that Priya is very scared of her class teacher. During intake sessions with counselor, it came out clearly that she was upset with the behavior of teacher with her – e.g. shouting in front of classmates, beating her at times, and that is the reason for absence to school. Parents also had the same complaint and they were contemplating on change of division in order to continue schooling.*

*A combined session of teacher and parents was arranged to voice issues each party had. After listening to both the parties, teacher was requested to tone down and avoid harshness while dealing with this child, and parents were requested to send child to school regularly. The Counselor tried resolving the misunderstanding, rapport building among all stakeholders, asserted the importance of appreciation of the child in front of the class, motivation to the child & parent towards attendance in school. After a few sessions, child was found reasonably comfortable with teacher, and also found regular in the school. In the subsequent session, child mentioned very clearly that she does not have any issues with the teacher any more, and she attends school every day without fail. Parents also were quite relieved, and decided not to change the division.*

*Post parent-teacher session, teacher had changed her attitude towards the child a lot. Basis the revived interactions, teacher is quite happy with the behavior of the child and pleased with her attendance in the school. Child on the other hand is not under any psychological pressure of getting scolded in front of classmates, resulting into regular attendance to the school, and interacts with classmates openly. Parents of the child are also relieved. Thus, a dialogue initiated by the Counselor and conducting a joint session with the parents and teacher helped resolving the issues and changed Priya's perception of school and her teacher.*

### **Extra Curricular Activities:**

These include workshops, events and competitions. Creating opportunities to keep interest of students alive is the key to regular attendance at the schools, and continued schooling. Besides helping children in getting along with curricular activities, there are a few more reasons behind conducting extra-curricular activities. Helping children in thinking outside the box, making them aware and stretching their innate potential to produce higher results, and providing exposure to outside world are the prime reasons behind conducting workshops, competitions, and events. Some of the workshops conducted were on topics related to Mathematics, Language, Puppet, Geography and Science. The major events that were organized were Reading Fair, Science Exhibition and Diya Painting.

### **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. 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. **35** children of **E ward** have benefited of bus service.

### Sponsorship Project

Total **150 girls** were sponsored by Nanhi Kali this year. They actively participated in all the activities along with the regular meetings activities like Walkathon 2015 for the cause of girl child education, 17th Global Conference of Actuaries where actuaries and non-actuaries assemble in a global ambience to share thoughts and knowledge, Open Deck Bus ride wherein they saw historical and important monuments and buildings of Mumbai, workshops for language, maths, science and geography, Rangoli competition, Diya painting and Girl Child Day celebration.



Celebration of Girl Child Day



Walkathon 2015

### III : TRAINING CELL

“Education is to prepare individuals for unforeseen or unpredicted”. It is difficult to predict the situation in the coming years. Thus the role of the teachers become very crucial to train the young minds to think, question, seek their own answers and make connections to live successful life in the society.

Promoting innovative mindsets and passion to make teaching-learning approaches more interactive is the ultimate goal of Door Step School. Educators need to constantly upgrade themselves with information and adorn different roles as facilitators, mentors and guides while helping students explore experience and derive learning from the world.

Training cell plays a crucial role in designing, implementation, monitoring and evaluation of all DSS programs that help in building the capacities of the teachers and other staff members who help shape the lifelong learners.

The training team is involved at all the levels of program. Their main role is not limited to training the teachers but designing & creating reference materials, handholding them in the field for better implementation of the skills and improving the quality of inputs to make learning beautiful.

In this year, a team of 6 trainers offered training to:

**Table 17: List Of Team To Whom Trainings Has Given**

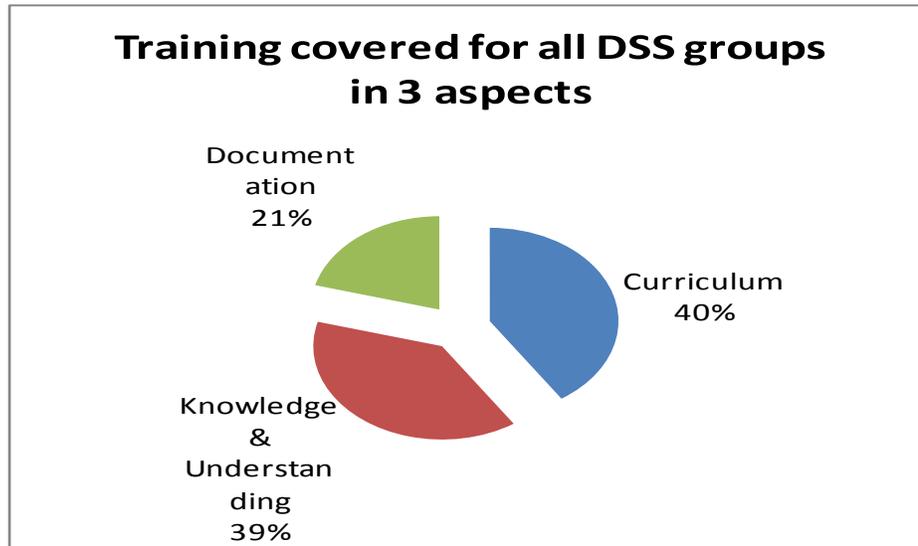
Team of-	No. of Members	Training Days
Balwadi Teachers & Their Assistants	36	20
Teacher Of Community Based NFE And Study Classes (Wards A, B, E, M, R-South, F-South & School On Wheels)	25	18
English Study Class	3	1
Study Class Teachers ( School Partnership Project	13	17
Reading Promoters	51	24
Coordinators	26	12

**Besides the above mentioned, 1 Area coordinator, 5 trainers & 2 teachers attended language, Maths, preschool assessment workshop conducted by Muktangan, Mumbai**

The trainings are conducted for each group twice in a month on the Saturdays and the holidays in the school. Special series of trainings called capsule trainings are conducted for each group before the beginning of the academic session to equip the staff with new ideas and reinforce some previously learnt topics for better implementation in the class.

The training cell members spend their considerable time on the field for understanding the processes in the actual setup. The feedback sessions with the groups also helps them to

understand the needs of the training. Accordingly quarterly schedule is mapped for trainee groups. The trainings are based on 3 major aspects. In this year following are the percentage of the topics covered in these 3 aspects for all the groups:



The training sessions are planned in a way that it encourages a lot of discussion and learning from peers. Some subject experts are invited to take sessions and bring in better insights and newer ideas while teaching the subject. One such session was conducted on the 2 and 3 dimensional shapes. A new thought than the existing one about how we can introduce shapes was discussed. From initial hesitancy to excitement to experiment a new technique was seen amongst the teachers of Study class and NFEs. Each one tried with their set of students and has come up with positive feedback.



The trainers conducted **workshops** for different children from communities and school. The total beneficiaries covered in this academic year are 1350 children. Variety of workshops were conducted like language games, use of geometry box for learning maths, puppet making workshop, expressive writing, multiplication, strategies to improve handwriting etc. This is a very good opportunity for the teachers to understand variety of strategies that can be used in teaching, new experiences for the children and also help the trainers to understand the field level realities.



Math Workshop



Puppet Making Workshop



Geometry Box

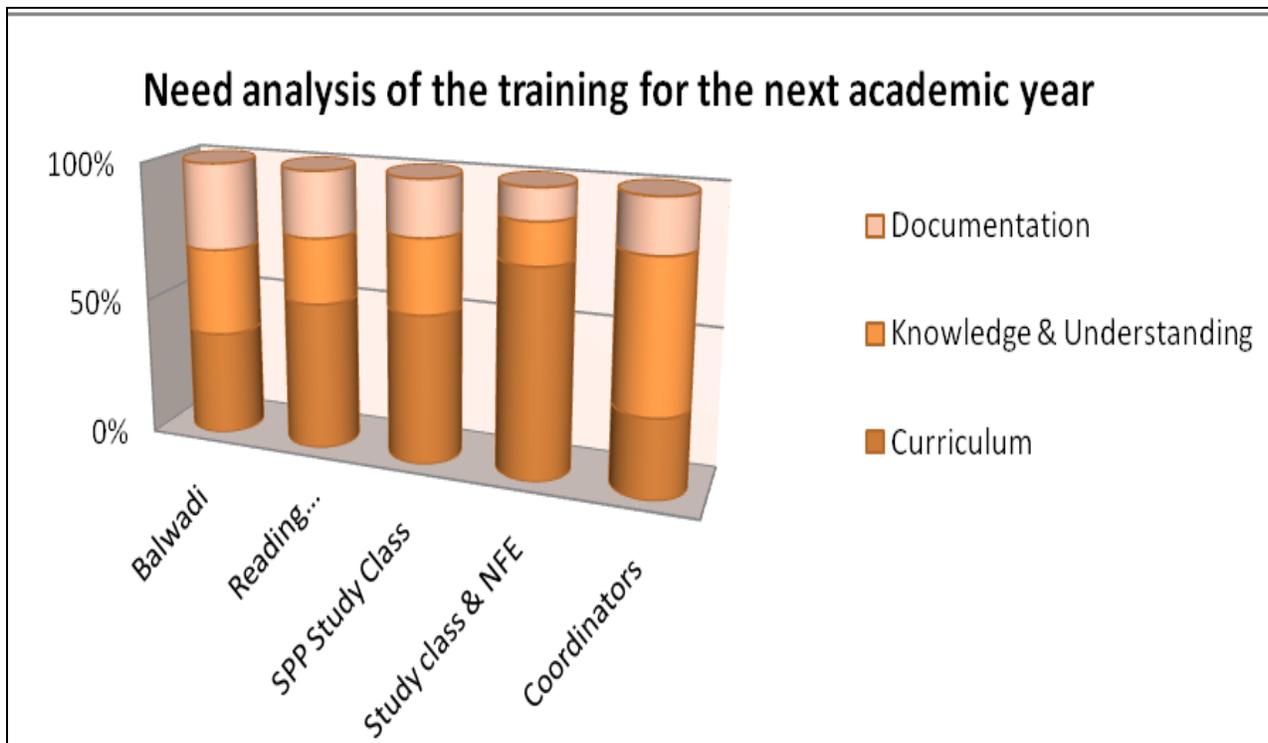
Based on the rich experience of running Balwadis in slum communities for more than 20 years and the results of the same, this year worked on putting all that experience in a framework which will help in becoming a good reference point for all our teachers. Preparing the new modified **DSS Balwadi Framework** was a landmark achievement for all of us. This framework is prepared using national and international reliable sources and of course DSS experience of running Balwadi program for 25 years. This framework becomes a reference guide for the teachers to ensure that they are giving enough exposure to the children to explore new things

and gain experiences that will support their holistic development. Still there is a long way to go; we are working on the monthly breakup of the framework as this will help our teachers to make their weekly and daily planners. One of the Saturday training is especially dedicated for the teachers to share their last month's experiences, understand what they need to take in the next month and weekly planning. This session helps in actual hand holding of the teachers.

**Need analysis of the training** was done on a very primary basis by the participants & trainers for the first time. A Cooperative learning opportunity was planned for all the members of DSS where each one sat as a team and brainstormed, discussed, debated and penned down their own needs for training and prioritized it. This task was designed basically for the participants to reflect about what are ones own needs and how they can overcome their needs & weaknesses.

The participants listed their needs and further the trainer classified these topics in the 3 main components on which training are based namely curriculum, knowledge and understanding for professional development & documentation plus record maintenance. Thus the training for the academic year 2015-16 is planned on the topics suggested by the participants.

The trend shows that the groups whose primary function is teaching requires more inputs related to curriculum and topics for professional development whereas the groups involved in supervisory role need more inputs for professional development and documentation plus record maintenance topics.



## Learning Of The Trainers

A fellow organization working in the field of education “Muktangan” from Mumbai had conducted a series of workshops for educators in this year; all our trainers attended at least one or two workshops each. Different topics like fun with language in early years, teaching strategies for English, Preschool assessment, Think-work- recall strategy were covered in the workshop. The content of these workshops was shared with other DSS members and our teachers.

In August 2014, the team of Trainers, Coordinators and Area Coordinators visited the organization “QUEST” in Thane district. The organization works with ICDS anganwadi, ashramshalas on education component. The innovative and easy teaching learning strategies observed in the visit were replicated in some of our classrooms. This was a very interesting visit as a whole.

Two Door Step School representatives attended the ASMAE Annual Partners’ Meet which was hosted this year in the picturesque Lavasa city close to Pune city. The meet involved sharing by all partners about their respective organization’s highlights, session on Child Protection Policy and POSCO Act and a session on understanding Change and Development. We thank ASMAE – our funding partner for the wonderful hospitality and organizing insightful sessions yet once again this year.

So the year 2014 was very eventful, comprising of learning new things, reviewing old forgotten things for DSS training cell 😊

## NETWORKING:

We believe that we alone cannot make the change happen and hence networking and collaboration is a very important aspect of our work. We outsource and seek help from other organizations who have expertise in different areas like life skills education, health and hygiene, subject matter knowledge of science, maths, geography etc. Below are some organizations and institutions with whom we worked in this year.

- I Create: Conducted workshops for children and youth to learn about how to set up an enterprise.
- Kids Quest: Organised Diwali programme for our children.
- GilloGilehri - that offers a range of activities that engage children and young people with theatre and the allied arts, organised a play “Chacha Chakkan Ke karname” in NCPA Theater for our children.

- Kidzania Visit organized by Jyotirmoy Chatterji and Namrata - 250 children from our various slum programmes had a gala time and great learning opportunity at Kidzania which is a global indoor theme park for families that empowers, inspires & educates kids through real-life role-playing activities.
- Apnishala: Conducted life skills training sessions for our Bal Samuha groups.
- Save the Children, India Chapter of Save the Children International: We provided consultation for the new project they started on the lines of School on Wheels of Door Step School.
- GT Hospital and Bhatia Hospital: Health check up for children and informatory sessions for our staff.
- Cathedral School: Invited the children for participating in art and craft activities.
- Adhyayan: Rajiv Vartak's group conducted workshops with the children in Municipal schools on subjects like Geography, Science and Language.
- Homi Bhabha Science Center – Children enjoyed experiments and worked on them handsome.
- Aured: Ear checkup was organized for our children
- To provide children a creative space to learn while having fun we visited Chatrapati Shivaji Maharaj Museum, Bhau Daji Lad Museum and were invited by Mohile Parikh Center. We thank them all for encouraging children to think and learn more creatively.

### **Volunteering:**

Volunteers come with different skills and expertise, sometimes with only a desire to serve the children from our communities but definitely they make a huge impact on the children whom they work with. We thank each and every one who has played some or other role as a volunteer, be it in field assisting the children with their studies or in the office assisting with the administrative work.

**Mr.Mayur Ankolekar**, a Mumbai based consultant actuary has been associated with Door Step School for a couple of years now. He along with his group has conducted sessions on basic concepts of Mathematics for different groups of children and also with our teachers to help them teach Maths more effectively. We thank him and his team for all the hard work put in by them.

**Tata volunteering week celebration on 5<sup>th</sup> September:** 30 staff volunteers participated under Tata motors CSR initiative. The session on personal safety and awareness on environment conservation was conducted for 100 study class and balsamuha children wherein small documentaries were screened followed by the interactive discussion on the same. Volunteers encourage children to participate in discussion and for the reinforcement of their participation they also distributed gifts.



**Microsoft office visit:** Microsoft had invited our kids on 7<sup>th</sup> Nov in their office where our Bal Samuha children performed role play on gender discrimination and encouraged employees to take a pledge to stand against gender discrimination in their life. The skit was simple but impactful. The employees wholeheartedly participated in signature campaign and Black and White Expression activity wherein they wrote their thoughts, feelings, pledge about the cause. Shibani and Pooja expressed, “We absolutely loved the story you all portrayed today. We pledge to take forward the insights from your story and try to stand against any discrimination which comes to our sight. All kids performed very well and are very confident”. The whole experience of visiting corporate office environment was totally new for kids and helped children to gain confidence to gel with them and perform in front of crowd.

**14<sup>th</sup> Nov Children’s day celebration in Standard Chartered Bank:** 100 kids from our Cuff Parade center went to Standard Chartered Bank in Bandra Kurla Complex (BKC) to celebrate children’s day. They showed their creativity to make beautiful greetings and enjoyed magic show the most. They were overjoyed after receiving Disneyland piggy bank and astonished to see huge BKC premises. It was first time trip for them through the Bandra - Worli sea link which they had only heard of until then and also experienced the thrill of getting on and off the elevators and well furnished restrooms in the bank’s office.

### Future Plan:

- In the year 2015-16, Door Step School will see a lot of changes and new projects which will reach out to more than **6500 children**. Following are our upcoming projects which will be implemented in this year:
- In Ward A, Cuffe Parade center, with an aim to build a scientific temper, increase logical reasoning and critical thinking skills we will establish Science and Maths Labs for the children from standard 1<sup>st</sup> to 8<sup>th</sup> to learn the concepts through discovery and hands-on learning experiences. This project supported by BP India Services Private Limited will

also involve conducting Science and Maths workshops for children in Municipal schools and will benefit more than **1000 children**, training the teachers to incorporate science concepts in day to day teaching and English Learning programme for our staff members.

- To ensure that children going to Municipal schools receive quality education, Door Step School will work with **6 schools** to ensure that enrolment to schools, age appropriate learning classes are run, making School Management Committees functional, organizing children in Bal Panchayats and establishing Science Labs in schools. This project implemented in partnership with Plan India will benefit more than **2000 children**.
- With United Way of Mumbai's funding support, Door Step School will work with **2 Municipal schools** for improving the quality of education imparted in these schools. Door Step School will provide value-add services like Reading Promotion Programme, Study Classes, Mental Health Project which are run under the School Partnership Programme. This project will benefit more than **1100 children** in both schools.
- Project Sahyog, in partnership with Plan India has been started with an aim of taking education to the doorstep of the tribal children living in the **13 hamlets** of Sanjay Gandhi National Park which is deprived of many civic services to the inhabitants. The project will involve running Balwadis, strengthening existing ICDS Aaganwadis in hamlets, Study Classes, Community Learning Centers, Door to door libraries and building life skills in adolescents. CCDT – another partner NGO will work on the health aspect of the project. This project, which will be run in hamlets on Borivali as well as Goregaon side of the park, will benefit more than **2000 children**.
- With the support of Charities Aid Foundation, Door Step School will work in Maharashtra Nagar which houses a population of more than 21,000 with more than 5300 households. Being an illegal settlement there is dearth of basic facilities like education, water and sanitation which make living conditions very bad. Though the need in the community is large we will initially begin with Study Classes and Community Learning Centers and reach out to **400 children**.
- In the view of the increasing inclination of parents to enroll children in English medium private schools where the poor competencies of teachers are affecting the children's quality of learning, Door Step School decided to start English Study Classes on pilot basis to support **80 children** before and after their formal schools in M-East ward project.
- Based on the need identified in M-east ward where more than **100** out of school children have been identified who need an intervention like School on Wheels, Door Step School is planning to move the bus from Wadi Bunder, Ward E to Mandala, Ward M from this year, which is supported by Rabo India.

# DOOR STEP SCHOOL – PUNE



**ORIGAMI CREATED BY DOOR STEP SCHOOL CHILDREN**



## PUNE

### PART - I

#### PUNE HIGHLIGHTS: 2014-15

- In July 2014, Door Step School Pune, submitted details of Project Foundation in a **'Re-imagine Learning'** challenge organized by Lego Foundation in partnership with Ashoka Changemakers. From more than 630 entries from 68 countries, Door Step School was declared to be one of the top thirty **'Pioneers'** that offers novel, playful approaches that challenge the conventions of learning.
- Door Step School's model for education of children at construction sites and migrant dwellings was shared with many NGOs at VIBHA Pragati 2012 and has now been implemented as **"Child Friendly Spaces"** at 5 sites in Ahmadabad by Saath, an NGO working for underprivileged children. VIBHA will also be supporting 3 educational centers based on the DSS model for the children of construction workers and brick kiln workers for another NGO 'ApnaSkool' in Kanpur.
- Our vision to "Enroll all children and at the right age" was taken to the next stage with expansion of the **"Every Child Counts- Citizens' Campaign"** beyond Pune Municipal Corporation limits to the Pune Metropolitan region covering **Pune, Pimpri Chinchwad and emerging suburbs of Pune (Outer Pune)**. Based on the outcomes and observations of the first year's work Wipro Cares has extended its support to address the barriers to enrollment and learning outcomes of children attending school through a 3 year grant under this Program. We are thankful to all our funding partners for supporting our vision.
- Door Step School added a third **"School-on-Wheels"** bus in Pune. This bus has helped us reach highly marginalized communities living in temporary hutments and roadside dwellings and has helped children take the first step towards schooling.
- We are also proud to report that the "Every Child Counts-Citizens' Campaign was one of the Projects selected for presentation at the **"World Literacy Summit"** in Oxford in April 2014. The theme for this Summit was **Literacies: The Power to Change**.
- **'Grow with Books'**, our school intervention program, has now expanded from 123 schools in 2013-14 to cover 212 schools in 2014-15. For the first time ever, DSS worked through this program, with **School Management Committees** in 40 schools making parents, community members and school representatives aware of their roles and responsibilities.

- **'One Page Story'**, an idea taken from Chennai based NGO's was undertaken to provide a different variety of reading material for children. These are stories written by Door Step School children, for children, on a single page. Children were presented with ideas and asked to write a story based on their imagination. **Over 150 stories emerged and 45 of them were selected for printing.** To further encourage our budding child artists, we invited a few of them to illustrate these stories! The result is a book **"Amchya Goshti Amchi Chitrey"** that is now published and used in all our centers.
- **'Parivartan'** our training centre developed a **Balwadi (Pre-primary) kit** to enhance the learning experience of all children in the 3-6 age group at all our centers. They also developed a manual and imparted training of the same to all teachers and supervisory staff that would be using it at various locations.
- The results of **"First Steps Forward"** have so impressed the municipal school staff, that the Shikshan Mandal asked the training center of Door Step School to conduct special training sessions for 97 municipal school teachers of Std 1 and Std.2 in making and using teaching aids for developing language skills.
- Door Step School undertook an initiative to develop Android apps that teach Marathi alphabet. Children who are unable to attend school for reasons like lack of family support, no accessibility to mainstream schools; or those children who are first time learners enrolled in age appropriate classes, learn Marathi alphabet through these apps.
- Door Step School is also interacting with a global audience via Google plus hangouts and international newsletters. Some of the articles from our blog are regularly picked up and included in international newsletters related to education.
- We are happy to observe that various people, with whom we regularly interact, are now more curious to find out about our activities. As a result, we started a **monthly e-newsletter** from August 2014 to keep everyone informed of our activities and motivate others to actively participate and/or organize events for DSS children. Volunteers are actively helping us publish this newsletter regularly.
- **Volunteer support continues** – they play a significant role in all our activities. Door Step School sincerely appreciates their contribution of skills, time, effort and financial help.

**A snapshot of our beneficiaries:**

Age Group	Programs Covered	Beneficiaries
0-3 years	Crèche at EAC	4267
3-6 years	Balwadi at EAC, SOW& CLC	2636
6-7 years	Study and Literacy class at EAC, SOW& CLC	2546
	School intervention in Std 1: First Steps Forward + Lending Library	8917
8-10 years	Study and Literacy class at EAC, SOW& CLC	1026
	School intervention Std.2-Std.4: Reading Classes+ Lending Library	21193
10-14 years	Study and Literacy class at EAC, SOW& CLC	795
	School intervention Std.5-Std.7: Lending Library	8194
6-14 years	Computer class at CLC	269
6-14 years	Quest Science lab	146

(Note: EAC – Education Activity Center; CLC- Community Learning Center; SoW- School on Wheels)

**Mainstreaming children- Number of children enrolled in PMC/PCMC/ZP schools:**

Program	PMC	PCMC	ZP	Total
Project Foundation	346	111	38	495
Parents Participation Children Education	370	-	136	506
Every Child Counts	842	602	1022	2466
<b>Total</b>	<b>1558</b>	<b>713</b>	<b>1196</b>	<b>3467</b>



## PART - II

## An overview of the last Five Years (2010-2015)

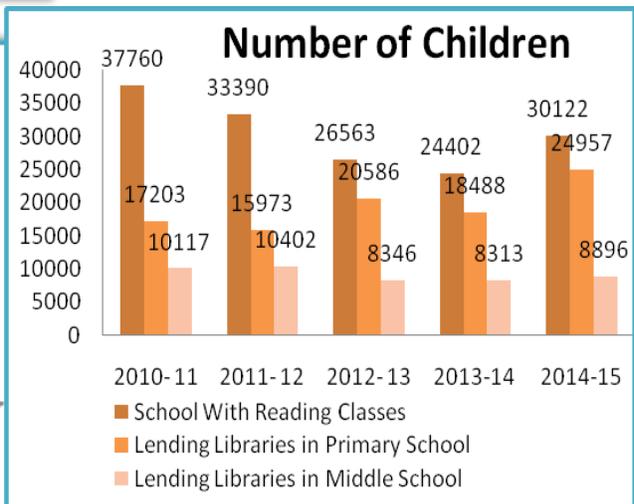
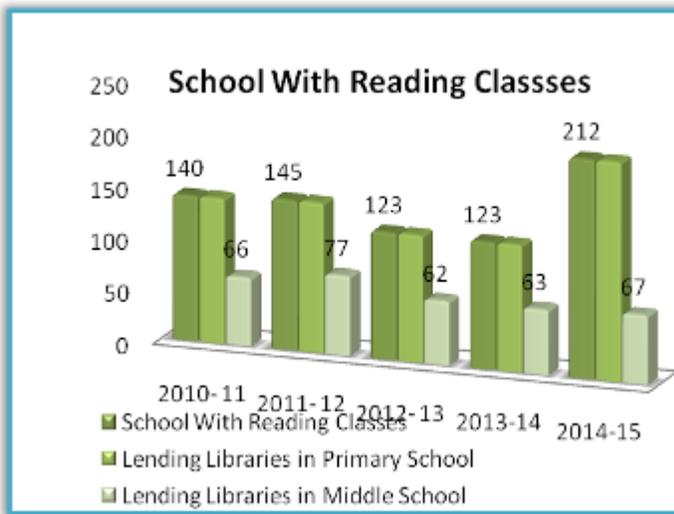
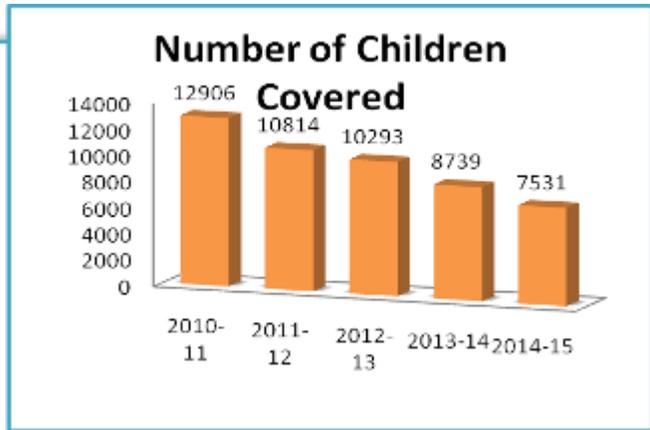
		2010-11	2011-12	2012-13	2013-14	2014-15
<b>A. Direct Education (Project Foundation) 131 Locations &amp; Community Learning Centers 2 Locations</b>	Urban Slum Communities & Pavement Dwellers	15	14	20	22	22
	Building & Road Construction Sites	125	131	122	117	109
	Total Number of Locations	140	146	142	139	131
	Number Of Pre Primary Classes	133	142	134	133	126
	Number Of Study Classes	122	130	130	109	114
	Number Of Literacy Classes	129	135	128	122	107
	Number Of Child Care Centers	91	94	113	120	113
	Total Number Of Classes	475	501	505	484	460
	Number Of Children Enrolled In DSS (3-14 Years)	12906	10814	10293	8739	7531
	Snapshot Of Beneficiaries In March	4383 (34%)	2869 (27%)	2698 (26%)	2254 (26%)	2386 (32%)
	Beneficiaries of Computer Classes (Age 6+)	212	216	154	216	269
	Beneficiaries Of Community Libraries	712	664	527	664	670
<b>B. School Intervention (Project Grow With Books)</b>	Total Schools Covered	143	145	123	123	212
	Schools With First Step Forward + Reading Classes For Std 1	NA	41	123	123	212
	Children Covered Under First Steps Forward+ Lending Library For 1 <sup>st</sup> Std.	NA	2481	6110	5915	8917
	Children Covered Under Reading Classes+ Lending Library (2 <sup>nd</sup> -4 <sup>th</sup> )	37760* include 1ststd	30909	26563	18488	21193
	Lending Libraries In Std.5 <sup>th</sup> -7 <sup>th</sup>	66	77	62	63	67
	Beneficiaries Lending Libraries In Std 5 <sup>th</sup> -7 <sup>th</sup>	10117	10402	8346	8313	8194

<b>C. Every Child Counts (ECC)</b>	Sites Surveyed			800+	455	2044
	Children Enrolled			1350	506	2466
<b>D. Parents Participation in Children's Education</b>	Construction Sites				199	161
	Parents Interviewed				1275	698
	Children Located				1749	550
	Children benefited				1123	506

Note: The programs 'Every Child Counts' and 'Parents participation in Children's Education' were started in Nov 2012 and April 2013 respectively. Hence data for these is available only from the start of these programs. First Step Forward (FSF) was started in 2011-12 on pilot basis in Municipal schools for std 1<sup>st</sup> students.

A few details of each program:

**Project 'Foundation' - Educational Activity Centers**



**PART - III****Our work details:****1. Programs for 0-5 years**

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

Taking care of the younger siblings (infants and toddlers) has become a critical activity for us so that the older children may attend school. A separate teacher takes care of the younger siblings. At centers where there are less than 6 infants, our onsite staff attends to them.

**4267** children availed our day care facility at 113 construction sites.

**2. Programs for 3-6 year olds****Pre Primary Education Centers (Balwadis)**

Door Step School reinforces the importance of early motivation and preparation (for both children and their parents) for school through the Balwadis. Here children develop fine motor skills through play. Children enjoy the “Learning through Projects” methodology, where one topic (for example, trees, flowers, cleanliness etc) is taken every month. Month wise calendar of topics is followed uniformly at all our 'Balwadi'.



**2636** children were reached through the Balwadi classes last year.

Aishwarya, age 5, a Balwadi student from D.S.K. Sadafuli site, is deaf and dumb who come to the centre regularly. In spite of her condition she observes and tries to understand the expressions of the teacher when she is singing and telling stories. One day the teacher placed the animal chart in class and taught names of various animals. Children were learning names of animals from chart. Aishwarya wrote down all the names which were written on the chart and showed to the teacher. In spite of her limitation she tries to participate in all the activities.

**3. Programs for 6+ years**

Our work starts with surveying and identifying ‘school ready’ and older children (6-14 year olds) in construction sites and ‘vastis’/communities all over the city. Door Step School enrolls all 6-14 year old children in the nearest municipal schools. All children are encouraged to walk to school escorted by an older child or a parent and sometimes by themselves; thus 2372 children walked to school. But, at the same time, transport was provided to 2240 children as their sites were

located far away from the main city bus routes and the children had to cross busy roads to reach school.

The 6-8 year olds easily adjust to their new school environment and need only some guidance and study support outside school which is provided in the **Education Activity Centers (EAC)**. But, the older children who get an opportunity after a gap of a few years to go back to school, and are enrolled in age appropriate class, need more attention and help with their studies to keep them motivated to attend school. If in spite of all our efforts, a child is unable to go to school, DSS encourages the child to attend the Literacy classes, also a part of the EAC, so that he/she at least starts the process of reading and writing and is motivated to attend school some time later.



**Children covered through Education Activity Centers**

<b>Literacy Classes</b>	1633
<b>Study Classes</b>	2695
<b>Pre-Primary Education</b>	3203

Educational Activity Centers at construction sites continued to receive part financial support from builders at all sites. Getting builders’ full financial support is crucial to sustainability of this program, since it reduces our dependency on external funding to run these centers. Our partnership with builders continues to progress as our builder partners additionally provide better facilities, help with parents meetings, conduct events and provide snacks to the children. **We have come a long way and greatly appreciate and value this partnership.**

However, EAC’s cannot cover every single site. The **School on Wheels (SoW)** is an alternate solution. It is a bus that has been specially adapted to have all the tools of a class room including a teacher who works towards improving basic literacy and numeracy skills among the children. At present each of the three buses covers eleven sites a day spending two hours at each site and reaches out to **409** children. The SoW continues to support our teams to start a class where no other infrastructure facility is available. At the same time it reaches out to students who otherwise would not get any help to go to school or get school support in any way. For many children this is the first ‘school like’ experience – a precursor to formal schooling.

In the crowded part of the city, where we have a number of children coming from the nearby slums and communities for study support, we have **two Community Learning Centers.**

Students come here for the study material (such as text-books, study guides, dictionary, atlas, etc) as well as a place to sit and study. These centers have developed over the years with various extra facilities like e-learning facility, computer classes, science practical at Quest, participating in Sports Activities etc.

<b>Children covered through Community Learning Centers</b>	
<b>Reading Rooms at CLCs</b>	465
<b>Community Based libraries</b>	144
<b>Child to Child libraries</b>	257
<b>Computer Classes at CLCs</b>	269
<b>Quest –Science &amp; Math’s Laboratory</b>	135
<b>Science laboratory at center</b>	746

**Prem** is a student of class II and comes to the CLC for study support. He has completed learning “Matras” and “Jodshabda” in Marathi in the stipulated number of days. Now he reads easily and points out mistakes in class. He is ahead of all his classmates in writing and reading.

**Rishikesh, 14**, from Ganeshmala, took the initiative and has been providing books to children of his community for the past 8 months. He regularly comes to the centre to exchange the books and provides us feedback. According to him children like to read action based stories, jokes and books with information and pictures.

In regular school the children hardly get computer time for practice. Due to the computer course at the Community Learning Center many children confidently handle the school computer and also get good grades.

Around 70 children practice sports throughout the year. 25 children went for an Inter NGO Sports Meet organized by Concern India Foundation, on 10th January 2015. Vyankatesh Devendra and Kiran Umbarkar won individual championship medals; the rest of the medals won are:

Gold Medals	11
Silver Medals	9
Broze Medals	4

**Life Skills Education (LSE)** is being conducted twice a week since October. The objective of LSE is to promote well-being and competence in adolescents to face challenges in life.

Some children from study class are hyper active and they often fight with their buddies and older children. At the end of the empathy session, a group of girls asked the facilitator about

such children. After discussion, they could understand their problems and responded with empathy.

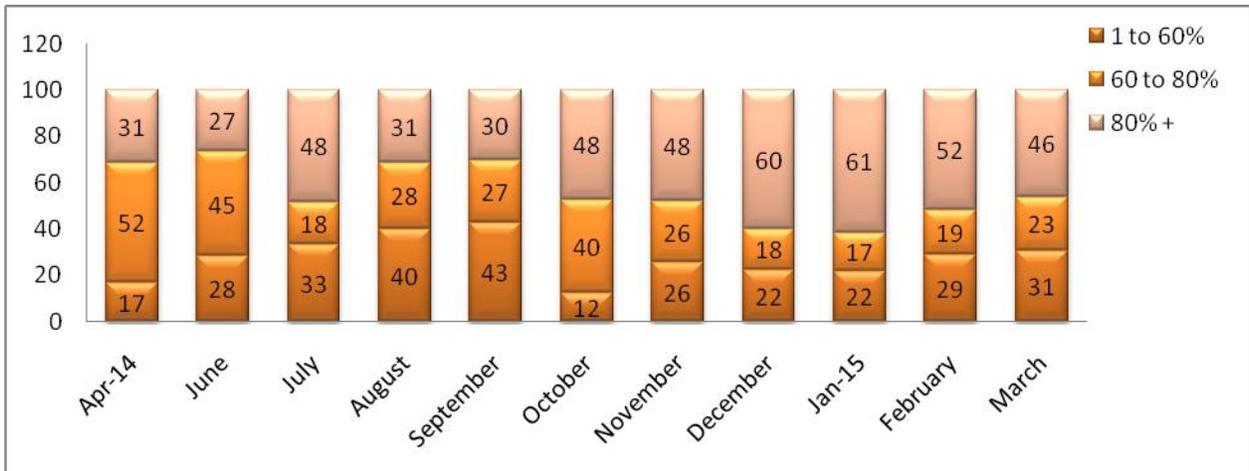
After the session on 'effective communication' children understood the importance of listening to others. They now practice **STOP** -Stop and Step Back, Take a breath, Observe, Pull Back, and Practice.

### Activities at Community Learning Centre



### Learning Levels and Attendance

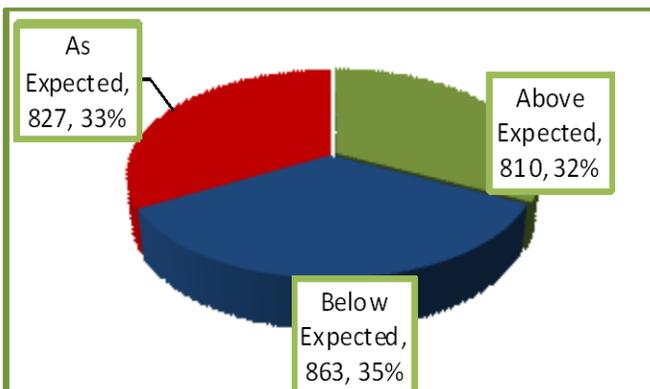
The challenge of regular 80% attendance for all children in municipal schools continues to preoccupy us. The following data is taken for children in literacy classes & study classes only.



**Attendance of children in each month of 2014-15 emphasizes the need to counsel parents to send their children regularly to school.**

Expected levels of learning are based on the number of days a child is with us. For example if a child attends at least 80 days at our centre, she is expected to complete 41 letters & 8 matras. Similarly if a child has attended 120 days or more, then he/she is expected to know all 46 letters, all 12 matras and composite words. Actual level of that child is compared with the attendance based expected level and then she is put in either “as expected”, or “above expected” or “below expected” category. Overall 73% children fall in “as expected” and “above expected” categories together. Typical reasons for “above expected” performance are child has already gone to school before coming to DSS class, good support from parents/siblings etc. There are many reasons why they are in below expected e.g. irregular attendance, slow learners, no parents support, lack of concentration etc.).

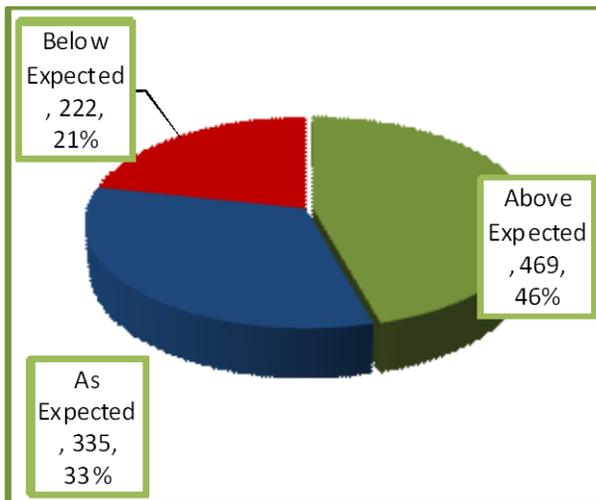
**Age Group 6 to 8**



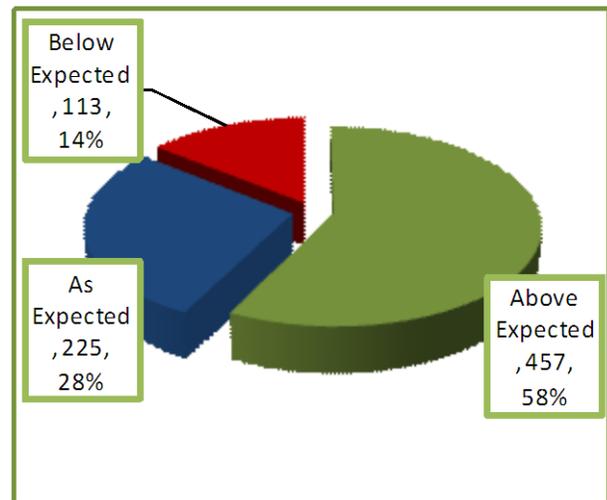
**EXPECTED LEVELS BASED ON ATTENDANCE**

- 1 to 20 Days = Learning Letters
- 21 to 40 Days = Complete 10 Letters
- 41 to 60 Days = Complete 22 Letters and 3 Matras
- 61 to 80 Days = Complete 31 Letters and 6 Matras
- 81 to 100 Days = Complete 41 Letters and 8 Matras
- 101 to 120 Days = Complete Letters and Matras

Age Group 8 to 10



Age Group Above 10



In year 2014-15, we introduce new learning levels. Along with alphabets, matras and composite letters we introduce punctuations. We conducted trainings for teachers and developed teaching aids. But it has been observed that performance of children is not as per expected i.e. "below expected" performance % is higher than that of previous years. Hence we are continuing with old methodology and learning levels. While the new learning method will continue to pilot in one cluster in 2015-16 to finalize learning levels verses expected number of days.

## PART- IV

### Every Child Counts – A Citizens Campaign:

Triggered by a call for action on the slow global progress on the **UN Millennium development Goal of "Universal elementary education for all by 2015"**, Door Step School launched a **Campaign -EVERY CHILD COUNTS - A Citizens' Campaign (ECCC)** in Nov 2011. The objective of the campaign was to ensure that every child is in school at the right age of 6-7 years, thereby increasing the chance of his/ her continuing and completing 4 years of primary education by 2015.

In the first two years (2012-14), the Campaign focused on the city of Pune, a city with thriving industries and therefore an influx of migrants in search of livelihood, trying to reach children of school going age in every nook and corner of the city through a systematic survey. The survey was carried out by citizen volunteers from Colleges, Companies and social groups as well as social workers of Door Step School. The program was supported by **Tata Institute of Social**

**Sciences (TISS)** as an action research project with the objective of building a scalable and replicable model for access to education for all.

With 3000 children being enrolled in these 2 years, the team felt encouraged to approach organizations in the city for funding support in extending this Campaign to the Pune Metropolitan region covering **Pune, Pimpri Chinchwad and emerging suburbs of Pune(Outer Pune).**

We are also happy to share that in 2014-15, the ECC Program has been expanded to Pimpri Chinchwad Municipal Corporation and Outer Pune areas. A total of 2044 locations (construction sites, shelters along the roadside, semi-permanent slums) were surveyed and **2912** children reached. **2466** children were enrolled into mainstream schools through the Every Child Counts-Citizens' Campaign this year. These children would have otherwise remained out of school and continued to be educationally excluded, despite the **Right to Education (RTE) Act.**

	PMC	PCMC	Outer Pune	Total
<b>Sites / Locations Surveyed</b>	<b>663</b>	<b>646</b>	<b>735</b>	<b>2044</b>
<b>Children benefited by Preparatory Camps/ Study classes</b>	62	275	135	472
<b>Schools Enrolled in (Govt)</b>	57	45	88	190
<b>Children Enrolled</b>	<b>862</b>	<b>602</b>	<b>1002</b>	<b>2466</b>
<b>School Transport Arranged</b>	86	115	126	327
<b>Parents Meetings/ Participants</b>	31/205	46/344	60/546	144/1095

### **ECC - Summary of reach and key activities**

The Campaign also continued to systematically address the key barriers to children reaching school such as lack of parental awareness, particularly among migrant parents, lack of safe transportation to school and school attitudes towards migrant children.

Volunteers continued to play an important role in this program, with many groups taking ownership of localities and raising funds for school transport. 22 Organizations contributed through volunteer mobilization and participated in surveys, enrollment, and parent awareness programs. Over 250 volunteers participated in all. Door Step School would like to thank all these Organizations and Volunteers.

There were several volunteers/ groups who participated in the ECC Campaign over the year. Some groups have been participating for over 2 years now. Their commitment to locating and enrolling children into schools has been outstanding. We mention here two volunteers as examples of how citizens can help us reach all children. There are undoubtedly many others.

Amolika spotted young children in her factory premises in Hingewadi, found out they were not going to schools and decided to do something about it. Looking for a teacher to help teach the children she did not find anyone committed. She connected with Door Step School for a possible solution.

The Every Child counts team visited the site and with Amolika's help, convinced the parents to walk the children to a nearby "Educational Activity Centre" that Door Step School runs. Four children will attend our centre in Hingewadi and will be enrolled into a Government school when the next academic year begins in June.

*Nithin is a student of Symbiosis, who took up survey of areas near his residence as part of their "Service learning" project. Nithin decided to start his work at his family owned construction and building material supplying business which had over 45 drivers and their families. He used payday as an opportunity to speak to the parents to find out if they were sending their children to school. To his surprise, he found that many families were not aware that education was free and fearing the expense were not sending their children to school! After Nithin helped them understand that this was not the case, 3 children were enrolled in schools by the parents themselves! Nithin also surveyed remote hilltop areas and brick-kilns near Gujarwadi Phata, Jambul Wadi, Ambegoan Budruk, hill top area covering the Jain temple, Ganangiri, Matta Nagar and areas around the Jain temple. "The nearest school is miles away. How can young children walk to school?" One parent however decided to not let this become a deterrent. He enrolled his child in the Urdu Medium school at Mangewadi. We hope many more parents will follow.*





**PART- V**

**Parents Participation in Children’s Education:**

At a glance this project has covered:

<b>Construction Sites</b>	<b>161</b>
<b>Parents Interviewed</b>	<b>698</b>
<b>Children Located</b>	<b>550</b>
<b>Children Enrolled</b>	<b>506</b>

Many of the parents at construction sites are barely literate or illiterate, so we tend to provide for study support to these children through organizing study support classes. Although, helping children in their studies is a part of the parents’ role in child’s education it cannot be considered

as the most essential part of it. The most essential part is the motivation to educate the child and understanding what it means in practical terms. For example, getting a child ready on time and seeing to it that he goes to school clean and neat, with his school bag filled with essentials and giving him lunch or snacks to eat in school etc. are routine and apparently not very important looking details. Giving importance to his schooling also means giving priority to his school attendance and regularity. This also includes arranging transport for the child to reach school on time. In practical terms it means adjusting your own schedule of work-hours, holidays etc to child's school calendar.

Educating parents on these issues is an urgent but inadequately attended area. The project **"Parents Participation in Children's Education (PPCE)"** aims to empower parents with information on Right to Education (RTE) act and school related processes like enrollment process needs of a school going child and how they can address the same through positive actions and resources within their means.

*Pooja Suresh Jadhav, a student of Std.V and her brother Karan Suresh Jadhav, a student of Std.II live with their parents. Till last month they lived in the labor camp at the 'Kulutsav' site near khadi machine chowk in Kondhwa. They were enrolled in Somji School and attended school regularly.*

*Their parents had to shift their residence to the labour camp of 'Margosa' site in Mohammadwadi area which is quite far away from Somji School. The parents approached the organization 'Vidyavardhini' that runs a class at this site and enquired about a school for their children and they were given the Door Step School's phone number. Unfortunately, when the parents contacted the DSS on 8th September, the facilitators had to attend a meeting and were not able to meet the parents that day. They agreed to meet them the next day. But the parents decided to go to Mohammadwadi School on their own and got the admission forms filled for both the children. They even went to Somji School to get the transfer certificates for their children. As a result, Pooja was enrolled in the morning shift of Mohammadwadi School and her brother Karan in the afternoon shift.*

*The parents ensured the children attended school regularly and asked them if their names were on the roll-call of their class. Karan complained that his name was never called out so he could never say 'present, teacher'. This came as a shock to his father. Again he made another trip to the school and met Karan's class teacher. He asked her why Karan's name was not called out during roll-call in spite of submitting the transfer certificate. The teacher sheepishly admitted that she had misplaced the certificate and hence Karan's name was not included in the roll-call! After looking through various files, she finally found it. It was already twenty days since the parents had submitted the transfer certificate.*

**PART -VI****School Intervention Programs:****Grow with Books: Support in schools**

Enrolling children in school is just the start. Strengthening the quality of education in schools is a necessity for learning as well as retaining children in school and motivating to continue schooling wherever they go.

The project **Grow with Books** includes three main intervention programs starting in Std.1 and continuing till Std.7.

First Steps Forward is a specially designed program for Std.1 children. The field staff, called **'book-fairies'**, is specially trained to increase their effectiveness of teaching skills. They interact with the students and school teachers on a daily basis conducting 45 minute sessions every day, five days a week. Children are engaged using child-centered interactive activities. Specially designed teaching aids and play-way methods arouse their curiosity (12 different ways to teach each letter of the Devnagari script). Supervised reading is the backbone. Story-telling, songs, art and craft activities are used for reinforcement. Specially designed low cost books are given to students to increase their confidence and interest in reading.

**Support outside school hours** consists of sibling/ parent/ neighbor-child pairs; charts for home display; holiday 'home-work', and books for home use. Parents are encouraged to listen to their children reading and talk to them about school.

Services	Schools	Beneficiaries
Reading Classes library (Std. I to IV)	212	30110
Lending library (Std. I-IV)	212	24957
Lending library (Std.V-VII)	67	8194
Book Stock	205419	
Book Publications	3 New Songs Books 2 One page Story books	

A **follow-up** with the **'Reading Class'** program covers Std. 2 to 4 with supervised reading class once a week for all the classes and increased access to books through home lending libraries. Std. 5-7 have home lending libraries. Culturally relevant, age appropriate material, including **more than 2 lakh books**, is made available to maintain interest in reading and learning.

Motivated and committed 'book-fairies' are essential to attain success. They are selected from the community near the school. Most are earning for the first time. This encourages local employment and reinforces importance of education. Currently we employ 287 book fairies. In 2014-15 of the 379 ladies interviewed, only 146 were recruited and trained.

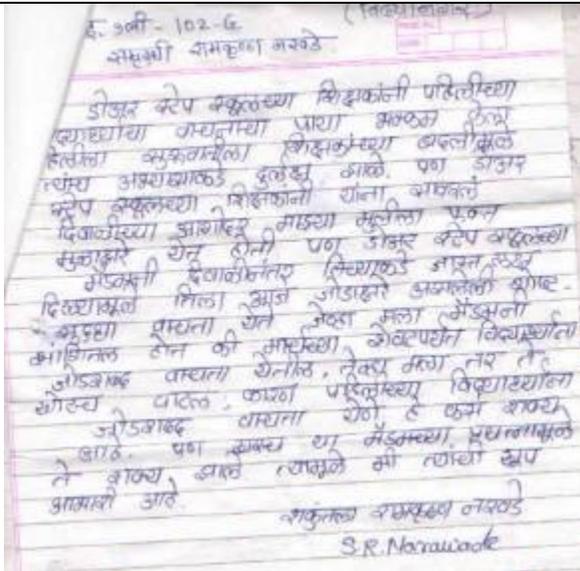
### Active participation of children in Book Fair



Children reading books



A participant in Reading Competition



**Samruddhi Narawade** mother of a child from 1<sup>st</sup> standard in Vidyanagar school says in her letter that the program has strengthened the foundation of her child. Due to transfers of teachers in the earlier days of the academic start, the class was neglected but the book fairy was always there to support the children. She also says that when the book fairy told me that these children will be able to read composite letters by the year end I did not believe her because how can a standard 1 child read composite letters? But today they have proved it and I am very happy.



### Observations and Special Mentions:

- Project Grow with Books spread to 90 new schools.
- For the first time ever DSS worked with School Management Committee in 40 schools. The SMC members were made aware of their roles and responsibilities through workshops and participatory programs like ‘Sanitation Drive’. Some were also motivated and guided on how to raise issues with the concerned authorities; some issues were resolved successfully by the members.
- One Page Story a creative program was implemented in all 212 schools where children wrote and illustrated stories. 40 of the selected stories were printed by DSS and are now used as reading material in the reading sessions.
- PGWB was also introduced in ZillaParishad schools for the first time in 2014-15.
- Book Fair was conducted in two locations to widen the children’s perspective of reading. The main aim of the Book Fair was to present the children the advantages and the vast opportunities offered by the ability to read.

## PART -VII

### “Parivartan” Training Centre:

**Objectives of Parivartan** is to provide training to all personnel concerned for improving their skills and capacities so that they can implement and deliver the project objectives.

	Training Type	Training duration in days	Trainings imparted	Number of staff trained
<b>Project Foundation</b>	New Teachers Training	12	3	51
	Teachers Refresher Training*	1	34	170
	Transport Staff And Drivers Training	1	1	12
	Coordinator Training*	1	6	10
	Supervisor Training*	1	9	21
<b>Management Training</b>	Coordinator/Supervisor Training PF	1	8	30
	Coordinator/Supervisor Training PGWB	1	8	24
	Admin Staff Training	1	8	12
	Ppce Staff Training	1	8	23
<b>Project Grow with Books</b>	New Book Fairies Training	5	5	117
	Book Fairies Training	1	27	221
<b>Other NGO</b>	Child Sexual Abuse – Training#	4	1	26
	Akshar Bharati Teachers Training	1	3	105
	PMC School Teachers Training	1	4	97
	Jankidevi Bajaj Gramvikas Sanstha	2	1	21

\*Same staff attended multiple training based on topics /

#Training done by resource person from Alochana, an NGO

**1-1 : Developed Balwadi kits** for all round development of children 3 to 6 years of age so that they are well prepared for formal school. All teachers and supervisory staff of Project Foundation were trained to use the kits effectively.

**2-2 : Conducted Training sessions for other organizations**

**3-A : Aksharabharati** does capacity building of NGO staff and ZP teachers. Parivartan conducted three training sessions of one day each for Akashrabharati staff. Topics like introduction to reading class and home lending library, Concept of graded Marathi language learning and Story-telling and action songs were covered.

**4-B : JBGS** is an NGO working in tribal area of Pune district (Maval taluka) for education and health of children. JBGS train “Kiran”, lady volunteers from the same village. These volunteers then conduct bridge classes for children. Training was conducted on-site for ‘Kiran’ by our trainers on Child development & child psychology, Language levels, Making of teaching aids, Importance of creative activities and Story-telling and action songs.

**5-C : Shikshan Mandal (Education Board)** invited Door Step School to conduct special training sessions for 97 municipal school teachers of Std. 1 and Std.2 in making and using teaching aids for developing language skills so that more children could experience joyful learning. They represented 32 schools from Kothrud and Malwadi; 13 schools from Shivajinagar and Gokhale Nagar; and 14 schools from Aundh, Balewadi, Pashan, Bopodi and Sutaarwadi areas of Pune.

**6-3 : Organized an exhibition: “Chala Pustakanchya Pranganat- The joy of reading.”**

Every year Parivartan organizes an exhibition related to the trainings conducted for the staff. These exhibitions are open to our staff, other NGOs, citizens, government and private schools teachers, volunteers, and funding partners. This year theme of exhibition was Joy of Reading. In this exhibition we displayed reading material for 1-14 year old children. Objective of the exhibition was to demonstrate

- how to develop and encourage good reading habits in children
- how to select suitable material for reading
- ways to encourage the children start a happy and long term association with books

## PART -VII

### Migration and Enrolment

One of the main challenges of Door Step School is to convince parents to send their children to school no matter where they move. Door Step School issues each child a small card called "My Card". This card with details of the schools enrolled and the contact numbers of our staff has been helping children reach us when they move and also as a proof of having attended a school earlier to ease the process of admissions in the new locations.

Some of the parents have taken this advice very seriously and have followed all the instructions given to them: Informing the DSS staff, meeting the school authorities, taking the transfer certificate and sometimes even taking a home on rent near the school so as to enable their children to continue schooling in the same place.



All such proactive parents in Kondhwa-Mohammadwadi area were felicitated by Door Step School. They were invited for a get-together along with their children on 13th and 22nd February.

The teachers introduced the children one by one. Then the children spoke about their experiences in DSS and what they wished to become. It was a proud moment for the parents as well as teachers and guests to hear them speak and talk about their experiences and dreams. Then the parents also shared their experiences and talked about the importance of education. Most of them wanted their children to have a better life than their own. They were aware that education would be the best way of achieving their dreams. The parents were very grateful to Door Step School for their continuous support. The staff thanked the parents and appreciated their efforts and encouraged them to spread the message amongst their family and friends of sending children to school. All the children were given gifts and tea and snacks were served to all.

***Sudeep Manohar Talikoti**, a ten year old is a student of Std.V. His father is a carpenter and has changed three sites in three years but continues to send Sudeep to the same school. In fact, Sudeep is so serious about attending school that when he noticed a group of twenty children at the 'Punyadhaam' site, he went and met them; made a list of their names and gave it to the DSS teacher and requested her to enroll them in school! As it was April, a pre-school camp was held for them and they were enrolled in school in June 2014. He also spoke to parents of five children on the H.M.Royal site where he lives. These five were subsequently enrolled in school. He now ensures that they all attend school regularly. If they are late and miss the school bus, he walks along with them and escorts them to school. He wants to join the police force and become a DSP.*

### Tracking

We tracked **1857 (65%)** of the **2852** children who migrated from our centers **of the tracked children, 849 (46%)** were confirmed to continue schooling.

Tracking of Migrated Children(6 Years and Above)			
	2012-13	2013-14	2014-2015
<b>Migrated</b>	2643	3543	2852
<b>Tracked</b>	1137	1728	1857
<b>In% Tracked</b>	43	49	65
<b>Tracked Enrolled</b>	962	1013	849
<b>In% Tracked Enrolled</b>	85	59	46

## PART- IX

### Collaboration with other NGOs :

1. **Every Child Counts campaign in Nashik** -Door Step School tried to take ECC campaign beyond Pune. In the month of December 2014, ECC team visited Nashik to assess reach and resources of local NGO's, to launch a citizens' campaign with goal of total enrolment under RTE Act. Around seven NGO's attended the meeting at Nashik. It was learned from this meeting that, with a population of more than 17 lakh, Nashik is reflecting all infrastructure and social problems like Pune. Construction of fly-over, bridges, roads, residential and commercial buildings is seen all-over the city. Apart from out-of-state migrants, people from rural area around Nashik are also migrating to the city, in search of employment. With migration, problem of children remaining out of school is becoming more and more critical. After the primary meeting NGO's / offices were approached for possible association with ECC. Espalier School expressed interest in taking up the ECC campaign in Nashik and visited Door Step School office in Pune, to work out a plan of action for launching the campaign in Nashik by March 2015. Door Step School offered all the necessary support like sharing framework of the campaign and training the volunteers in Nashik.
2. **Breakfast revolution:** Door Step School, Pune in partnership with the **Decimal Foundation** launched "**The Breakfast revolution**" experimentally in Pune on 8th November. 333 children aged 4-12 years at two locations in Mohammedwadi and Balewadi where Door Step School runs its Education programs for migrant children were assessed for nutrition levels. The health check-up was done by a team of fifty medical and paramedical professionals who traveled from Mumbai. The children were provided fortified breakfast for three months and their nutrition levels were monitored.
3. **The Kahani Project:** Storytelling has been and will always be an integral part of every childhood. Our parents, grandparents, or teachers have narrated stories during our childhood to inculcate values right from our early days. No surprise then that it occupies an important place in the Door Step School (DSS) reading classes and Project Foundation programs too. Ajay Dasgupta from the Kahani Project conducted a workshop on storytelling for construction laborers and their kids in October. But in November, he conducted a day-long workshop for DSS teachers to enhance the storytelling skills so that the children they work with benefit too. Around 15 DSS teachers and two volunteers attended the workshop.

### Role of volunteers

Volunteers contribution and involvement in Door Step School programs and activities has been growing over the years. They generously share their expertise both, in the field and with the administrative staff and always extend a helping hand. All our beneficiaries look forward to

their visits and special activities planned for them. Door Step School sincerely appreciates their contribution in:

- Conducting 'Spoken English' classes in 40 PMC schools for Std. V students
- Making teaching aids
- Contributing toys, story books, and other educational material
- Arranging picnics and parties on special occasions
- Actively participating in all our programs.

### Some feedback from volunteers

*Rajendra Sapre of Symphony Teleca has sent this mail after celebrating children's day with DSS children.*

*Many thanks to all of you guests from DSS who visited our campus yesterday... Also thanks to the parents of the children for allowing them to come.*

*The children were extremely well behaved – would tell what they would not eat, thus not wasting the food. Secondly, they thoroughly participated in planned activities and demonstrated extreme teamwork, hats off to their spirit!! Even while group-singing, the kid holding the mike would extend it to each one turn-by-turn...*

*Discipline, boldness, confidence – many good qualities – were naturally expressed throughout the program.*

*This demonstrates the results of efforts by DSS family – teachers, volunteers visiting the sites, school teachers – everyone involved.*

*Our volunteers got engaged a lot with these kids, and we are hoping some of them to join English teaching program with DSS.*

## PART -X

### Book Publication

Door Step School books continue to be used in various schools as recommended additional readers. We are happy to see many English medium schools also using our graded books. Our new publications are:

1. 'Amchya Goshti, Amchi Chitre' - one page stories written and illustrated by DSS children.
2. 'Chala Gaani Gauya' - a graded set of three song books.

### Executive Body Members

Board Members Name	Position On The Board	Occupation/Designation	Meetings Attended
Mrs. Rajani Paranjpe	President	Professional Social Worker, Ex-Lecturer Of College Of Social Work Nirmala Niketan, Retired Professor from Shikoku Christian University, Japan.	3
Ms. Bina Sheth Lashkari	Secretary	Professional Social Worker (MSW)	3
Mr. Nitin Dadia	Treasurer	Businessman, Proprietor, Orbit International	2
Dr. Neela Dabir	Member	Deputy Director of Tata Institute Of Social Sciences	1
Ms. Arnavaz Kharas	Member	Professional Social Worker (MSW)	3

### Accountability and Transparency

Distribution of personnel as per salary and honorarium (as on 30 <sup>th</sup> June 2015)				Staff details as on (as on 30 <sup>th</sup> June 2015)			
Salary plus benefits paid to staff	Male	Female	Total	Gender	Male	Female	Total
<2000	0	103	<b>103</b>	Paid full time	31	664	<b>695</b>
>2000 – 3500	1	124	<b>125</b>	Paid part time	0	141	<b>141</b>
>3500 – 5000	2	150	<b>152</b>	Honorarium	7	8	<b>15</b>
>5000-7500	1	162	<b>163</b>	Volunteers*			
>7500 – 10000	3	115	<b>118</b>				
>10000	31	159	<b>190</b>				
<b>Total</b>	<b>38</b>	<b>813</b>	<b>851</b>	<b>Total</b>	<b>38</b>	<b>813</b>	<b>851</b>

<b>Registered under</b>	<b>The Bombay Public Trust Act 1950 The Societies Registration Act 1860</b>
<b>PAN :</b>	<b>AAATT3353 K</b>
<b>For Mumbai</b>	<b>For Pune</b>
<b>CA : Manit Shroff</b>	<b>CA : Uday A Patil</b>
<b>Bankers : Bank of Baroda</b>	<b>Bankers : IDBI</b>

**Our Major Project Partners 2014-15**

**For Mumbai**

<p><b>Funding Organisation :</b>                  Asmae                  Bombay Community Public Trust                  BP Foundation                  Charities Aid Foundation - UBS                  Child Action - Sharma Foundation                  Impact Foundation India (Dasra)                  K. C. Mahindra Education Trust- Nanhi Kalli                  Kings Solution                  Plan International (India Chapter)                  Preeti- Charity For Kids In India                  Rabo India Finance Pvt Limited                  Rotary Club Of Kandivali                  Sanjivani Trust                  Sir Ratan Tata Trust                  Social Initiative - EQT                  Social Initiative - CATCH                  Social Initiative - CARNEGIE                  United Way Of Mumbai</p>	<p><b>Customary Donor:</b>                  Asha Tuliani                  Bankim Mehta                  Charities Aid Foundation (CAF) India                  Diebold Systems Pvt Ltd                  Dilipbhai Gowrandas Mashru                  Goldmen Sachs (India)                  Keshvlal P Shah                  Mohan Hirdwani - Hirdwani Trust                  Sadguru Kamubaba Foundation                  United Way Of Mumbai                  Western Union International (CAF America)</p>
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**For Pune**

<p><b>Funding Organization:</b>                  Asha for Education-Canada                  Asha for Education-Munich                  Asha Saint Louis                  Asha Seattle                  Asha Silicon Valley                  Asmae                  Concern India Foundation                  Educate the Children                  Fiserv Arpan                  Geometric                  Udan                  Help Them Grow                  N. G. Paranjpe                  Bal Raksha Bharat -Save the Children                  Shree Babulnath Mandir Charities                  Volkart Foundation</p>	<p><b>Corporate Sector:</b>                  Bitwise Foundation                  BNY Mellon                  Crest Premedia Solutions Pvt. Ltd.                  Cybage Asha Trust                  Cognizant QE &amp; A Pune                  Ernst &amp; Young Foundation                  Fiserv India Pvt. Ltd.                  Harbinger Systems Pvt. Ltd.                  HDFC Bank Ltd.                  Infosys Foundation Persistent Foundation                  R Systems International Ltd.                  Renishaw Metrology                  Sandvik Asia Pvt. Ltd.                  Spirax Marshall Pvt. Ltd.                  Software India Pvt. Ltd                  Symphony Teleca Corp (I) Pvt. Ltd.                  Tech Mahindra Foundation                  VK Architecture                  Wipro Cares Trust                  Yardi Software India Pvt Ltd</p>
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<p><b>Central Public Centre Enterprises:</b></p> <ul style="list-style-type: none"> <li>Rural Electrification Corporation Ltd., Delhi</li> </ul>	<p><b>Individuals:</b></p> <ul style="list-style-type: none"> <li>Madhuri Gokhale</li> <li>Nitin Paranjpe</li> <li>Rahul Shah</li> <li>Vinay Awasthi</li> <li>Rajendra Marathe</li> <li>Ms. Usha Nair</li> <li>Sharmila Paranjpe</li> </ul> <p><i>(We are thankful for numerous individual donors who have generously contributed to DSS. Due to lack of space included only those who have contributed to at least one site/school)</i></p>
<p><b>Government:</b></p> <ul style="list-style-type: none"> <li>Shikshan Mandal, PMC, Pune</li> <li>Pune Municipal Corporation</li> </ul>	
<p><b>Customary Sponsor</b></p> <ul style="list-style-type: none"> <li>Quest (Science &amp; Math Education Program)</li> <li>Decimal Foundation under The Breakfast Revolution initiative</li> <li>Aksharbharti Vidya Valley school</li> </ul>	
<p><b>Builders:</b></p> <ul style="list-style-type: none"> <li>84 Construction Sites (throughout the year)</li> </ul>	

### Well wishers and Donors

Aaran Dias	Help Your Ngo.Com India Pvt Ltd	Raju
Aarti Ganguli	Jaidev Charitable Trust	Raju Solanki
Abid Abdul Husain	Jyotirmoy Chatterji (Jc)	Ranina Nursery
American School Of Bombay	K C Mahindra Education Trust	Rasna Singapoore
Amit Dang	Kamal Agarwal	Ravindra Bhujbal
Amit Hatode - Diebold Systems Pvt Ltd	Kanverjeet Singh Sabhanwal	Rikke Bak
Amita Murali Menon	Kaushik - Rotary Club Of Bombay Pier	Rohan
Amol Bhabal	Krishna Sasidharan	Sachit Motwani
Amol More	Kumar Chhugani	Sangeeta Puneekar
Andrea Stadler Reinsmoen	Kunal Rane	Secure Giving
Anusha S	Lalitha Ganesan- Jai Hind College	Shri Sai Seva Mandal
Archana Hari	Mahada Project Officer	Simran Singh- Udaan
Arun Oberai	Malindwala	Mumbai.3dplm Geometric Ltd
Baman K Mehta	Maneesh Bhaya	Somia Kapadia
Bhargav D Paleja	Mani Kali Modi	Standard chartered Bank
Cathedral Junior School	Manish B Shah	Sughrabai Husain
Chetna Ben	Marksman Health Solution	Sunil S Mehta
Colaba Woods Garden	Martin Luther Christian University	Swati Bashyam
CPRG Garden	Mayur	Tejash
Crescent India Shariah Growth Fund Ltd.	Mayur Ankolekar	Thames& Hudson
Devanshri	Microsoft Co.	The Cathedral And John
Devika- Chambers Of Jp Sen	Mr. Kurshed	Connon School
	Ms. Bharti Dalal	The Cathedral And John
		Connon School- Interact Club

Devika Deshmukh	Navneet Bawa	The First Steps School
Dharmishta & Mathew	Nick John Walter	Vijay R Uttarwar
Diniar Shavaksha Dick	Nikunj Saraf	Vincent Kamanah
Dr Kumar	Nayna Banerjee	Vision Foundation of India
Dr V Devarajan	Paragon Charitable Trust	Vivek Sharma
Early Childhood -Singapore	Pradeep Mahtani	Vivian B.
Visitors	Prakash Nayak	Wendy Dsouza
Elaben Modi	Prasad Joglekar	Western Union International
EQT Partners	Prerana Chhugani	Yash Ashar
Fatima	Puneeta Tendulkar	Yash Jagdish Ashar
Firoza Maneksha Sinha	Punit Chandiwala	
Gaurang Naik	Rabo India Finance Private Ltd	
Give Foundation		
Greville N Kharukhi		

### Volunteers

Achala Agashe	Jyotilaxmi Vaidya	Student of SNTD College
Agnes	Kajal	Student of Cathedral School
Akshay Sharma	Kelly Hine - Bp Foundation	School
Aloka Toppa & Khushmeet	Kirtishree Somani	Student Of College Of Social Work - Nirmala Niketan
Kaur - TISS	Mayur Hire	Student Of St. Xavier's College
Ammu	Microsoft-SMSG	Student of TISS
Andrea D'costa	Neha Betai	Sugandh Saurabh
Anjali Sathe	Nisha Sharma	Sunny Pawar
Archana Vyavharkar	Omkar Warang	Sussan D'souza
Asmita Mane	Palak Shah Paul Lawrenson	Tanaya Raj
Bharati Acharya	Pradnya Jadhav	Tata Engage
BP Foundation	Rabo India Finance Private Ltd	Tejashree Karande
Claire Hewick	Radhey Tambi	Thomson Reuters – Tracy Okeefe
Clearance Mawite	Radhika Modi	Uma Kothurkar
Danish Shaikh	Rajendra Marulkar	Vidya Bhogale
Dimple	Rohit Yadav	Volunteers from BNY
Dulal Rahman	Sameen	Volunteers from Cognizant
Goldmen Sachs (India)	Samhita Giriraj	Volunteers from Infosys
Harsha Asrani	Sami Patel	Volunteers from Symphony
Jill Hilbert	Scott Rose	Volunteers from United Way of Mumbai
Krzysztof Beker	Shridhar Sukhani	Volunteers from Wipro
Jon Hall	Shrinath Kurdekar	
Junayd Merchant	Shubhada Joshi	
	Simran - Udaan Mumbai	

**Visitors**

Aarti Pandya	Mrs. Neha Paranjpe-NG Paranjpe Pratisthan
Bharti Acharya	Ms. Aishwarya Bhambure-Cybage
Bhartiben Dalal	Ms. Helene Bonvalot-Asmae
Bhupendra Naik	Ms. Leandra Mendonsa and Team -BNY
Delegates of 19th Governance and Leadership Programme - Singapore	Ms. Niyati Desai-Vibha
Deven Lad - DNA magazine	Ms. Smriti Acharya-Save the Children
Door Step School, Pune reading promoter	Ms. Valentina Turra-Asmae
Early Childhood -Singapore visitors	Patrick and Taran - EQT
Jeanette Reinbrand	Preeti Manchanda and Sachiko YAMANE - Japan International Cooperation Agency (JICA)
Jyoti and Raj Zaveri	Roomy Mistry
Jyotsna Bhatnagar - BP Foundation	Rushil Prakash - Dasra
Kaushik - Rotary Club of Bombay Pier	Sam Benstead from Century Films
Mr. Ajay Dalmiya and team-DLRC	Sanjay Raut – ASMAE
Mr. Amit Khare -Alfa Laval	Save The Children - Delhi
Mr. Anant Yardi-Yardi	Seema Muralidhara - Zee TV
Mr. Golden Frankly-Deshpande Foundation	Team of Bindass Channel
Mr. S. R Chiplunkar-Alfa Laval	Ylva –EQT

We would also like to sincerely thank all those whose names we might have inadvertently miss from the list above

<b>THE SOCIETY FOR DOOR STEP SCHOOL</b>		
The Bombay Public Trusts Act, 1950 (Registration No. F-13279( MUM))		
Name of the Public Trust : <b>The Society For Door Step School</b>		
Schedule -VIII (Vide Rule 17(1))		
<b>BALANCE SHEET AS AT 31ST MARCH ,2015</b>		
FUNDS AND LIABILITIES	RUPEES	RUPEES
<b>Trust Funds or Corpus:-</b>		
Balance As per last Balance Sheet	3,383,784.00	
Adjustment during the year (Give details)		
Donation Received during the year	60,001.00	3,443,785.00
<b>Other Earmarked Funds:-</b>		
(created under the provision of the trust deed or scheme or out of the income)		
Depreciation Fund	NIL	
Sinking Fund	100,000.00	
Reserve Fund	5,750,000.00	
Any other Fund- School on Wheels Bus Fund	535,950.00	
Reserve Fund for New School on Wheels	385,000.00	
Seed Capital	23,000.00	
Staff Welfare Fund	94,600.00	6,888,550.00
<b>Loans(Secured or Unsecured)</b>		
From Trustee	0.00	
From others	0.00	0.00
<b>Liabilities</b>		
For Expenses	8,432.00	
For Advance Grant	2,092,834.50	
For Rent and Other Deposits	60,000.00	
For Sundry Credit Balance	42,907.00	2,204,173.50
<b>Income and Expenditure Account:-</b>		
Balance As per last Balance Sheet	51,493,772.87	
Less: Appropriation, if any	0.00	
	51,493,772.87	
Add: Surplus As per income and		
Less: Deficit — Expenditure Account	9,882,070.84	61,375,843.71
<b>Total Rs.</b>		<b>73,912,352.21</b>
<p>The Society For Door Step School                      Jagannath Shankarsheth Municipal School Building, 2nd                      Floor, Room no.54/55, Nana Chowk, Grant Road,                      Mumbai 400 007                      PLACE : MUMBAI                      DATE :22.09.2015</p>		
Mrs. Rajani Paranjpe President	Mrs. Bina Sheth Lashkari Secretary	Mr. Nitin Dadia Treasurer

<b>THE SOCIETY FOR DOOR STEP SCHOOL</b>		
The Bombay Public Trusts Act, 1950 (Registration No. F-13279( MUM)		
Name of the Public Trust : <b>The Society For Door Step School</b>		
<b>Schedule -VIII (Vide Rule 17(1))</b>		
<b>BALANCE SHEET AS AT 31ST MARCH ,2015</b>		
PROPERTY AND ASSETS	RUPEES	RUPEES
<b>Immovable Properties (At cost)</b>		
Balance As per Balance Sheet	NIL	
Additions during the year	NIL	
Less: Sales during the year	NIL	
Depreciation up to date	NIL	NIL
<b>Investments:- (FD With HDFC Ltd.)</b>		5,000,000.00
Note: The market value of the above investment N.A.		
<b>Furniture and Fixtures :-Fixed Assets (As per Schedule 'A')</b>		8,952,507.00
Balance As per Balance Sheet		
Additions during the year		
Less: Sales during the year		
Depreciation up to date		
<b>Loans (Secured or Unsecured):- Good/ Doubtful</b>		
Loans Scholarships	NIL	
Other Loans	NIL	NIL
<b>Advances:-</b>		
To Trustees	NIL	
To Employees	161,200.00	
To Contractors	NIL	
To Lawyers	NIL	
To Others (As per Schedule 'D')	1,662,711.56	1,823,911.56
<b>Income Outstanding:-</b>		
Rent	NIL	
Interest	537,766.00	
Other Income	NIL	537,766.00
<b>Cash and Bank Balance :- As per Schedule 'B'</b>		
(a) In Saving / Current Account with	49,498,621.05	
(b) In Fixed Deposit Account With	8,039,034.10	
(c) With the Trustee	60,512.50	
(d) with the Manager	0.00	57,598,167.65
<b>Income and Expenditure Account:-</b>		NIL
Balance As per last Balance Sheet		
Less: Appropriation, if any		
Add: Surplus As per income and		
Less: Deficit Expenditure Account		
<b>Total Rs.</b>		<b>73,912,352.21</b>
<p>The Society For Door Step School                      Jagannath Shankarsheth Municipal School Building,                      2nd Floor, Room no.54/55, Nana Chowk, Grant                      Road, Mumbai 400 007                      PLACE : MUMBAI                      DATE : 22.09.2015</p>		
<p>As per our report of even date                       Manit J Shroff                      Chartered Accountants                      10, 2nd Bhatwadi, Girgaum, Mumbai 400 004                      M No.33715</p>		

<b>THE SOCIETY FOR DOOR STEP SCHOOL</b>		
The Bombay Public Trusts Act, 1950 (Registration No. F-13279( MUM))		
Name of the Public Trust : <b>The Society For Door Step School</b>		
<b>Schedule -IX (Vide Rule 17(1))</b>		
<b>INCOME AND EXPENDITURE ACCOUNT FOR THE YEAR ENDED 31ST MARCH ,2015</b>		
EXPENDITURE	RUPEES	RUPEES
<b>To Expenditure in respect of properties</b>		
Rates, Taxes, Cesses etc.	NIL	
Repairs & Maintenance	NIL	
Salaries	NIL	
Insurance	NIL	
Depreciation(By way of provision of adjustment	NIL	NIL
<b>To Establishment Expenses</b>		NIL
<b>To Remuneration to Trustee</b>		NIL
<b>To Remuneration ( in the case of math) to the head</b>		NIL
of the math including his household, expenditure, if any		
<b>To Legal expenses -Professional Fees</b>		245,096.00
<b>To Audit Fees</b>		100,000.00
<b>To Contribution and Fees</b>		NIL
<b>To Amount written off:</b>		
(a) Bad Debts	NIL	
(b) Loan Scholarship	NIL	
(c) Irrecoverable Rents	NIL	
(d) Other Items- Loss onAssest Scraped	96,645.00	96,645.00
<b>To Miscellaneous Expenses</b>		NIL
<b>To Depreciation</b>		1,830,419.00
<b>To Transfer to Specific Fund- Staff Welfare Reserve</b>		
<b>To Expenditure on Objects of the Trust</b>		
(a) Religious	NIL	
(b) Educational	80,273,804.30	
(c)Medical Relief	NIL	
(d) Relief of Poverty	NIL	
(e) Other Charitable Objects	NIL	80,273,804.30
<b>To Surplus Carried over to Balance Sheet</b>		9,882,070.84
<b>Total Rs.</b>		<b>92,428,035.14</b>
<p>The Society For Door Step School                      Jagannath Shankarsheth Municipal School Building, 2nd                      Floor, Room no.54/55, Nana Chowk, Grant Road,                      PLACE : MUMBAI                      DATE : 22.09.2015</p>		
Mrs. Rajani Paranjpe President	Mrs. Bina Sheth Lashkari Secretary	Mr. Nitin Dadia Treasurer

<b>THE SOCIETY FOR DOOR STEP SCHOOL</b>		
The Bombay Public Trusts Act, 1950 (Registration No. F-13279( MUM))		
Name of the Public Trust : <b>The Society For Door Step School</b>		
<b>Schedule -IX (Vide Rule 17(1))</b>		
<b>INCOME AND EXPENDITURE ACCOUNT FOR THE YEAR ENDED 31ST MARCH ,2015</b>		
INCOME	RUPEES	RUPEES
<b>By Rent</b>		NIL
<b>By Interest (Accrued/realised)</b>		
On Securities	NIL	
On Loans -Fixed& Flexi Deposit with bank	4,498,191.76	
On Bank Account	209,801.01	
On Fixed Deposit with HDFC Ltd	14,745.00	
On Refund of Income Tax	23,870.00	4,746,607.77
<b>By Dividend</b>		NIL
<b>By Donation in Cash or Kind</b>		7,617,673.04
<b>By Grants- As per schedule 'C'</b>		78,964,402.33
<b>By Income from other sources</b> (in details as far as possible)		
Other Income	715,245.00	
Sale of Articles	384,107.00	1,099,352.00
<b>By Transfer from Reserve</b>		NIL
<b>By Deficit carried over to Balance sheet</b>		NIL
<b>Total Rs.</b>		<b>92,428,035.14</b>
<p>The Society For Door Step School Jagannath Shankarsheth Municipal School Building, 2nd Floor, Room no.54/55, Nana Chowk, Grant PLACE : MUMBAI DATE : 22.09.2015</p>		
<p>As per our report of even date Manit J Shroff Chartered Accountants 10, 2nd Bhatwadi, Girgaum, Mumbai 400 004 M No.33715</p>		

FINANCIAL SNAPSHOT FOR YEAR 2012-2014 BY HelpYourNGO.com

Society for Door Step School, The <b>Education Services</b> Estd: 1988 <small>Used for Beneficiaries: 92%*</small>				<b>Regd office</b> : 203/529, Arun Chambers, Tardeo Road, Mumbai 400034, Maharashtra <b>Email</b> : mumbai@doorstepschool.org <b>Website</b> : www.doorstepschool.org <b>Telephone</b> : +91 22 23826343 <b>Donor Contact</b> : Ms. Bina Sheth Lashkari/9821058655/bina@doorstepschool.org	
Rs. Y/E March 31 <b>Income &amp; Expenditure Statement</b>				<b>Regd under</b> : The Bombay Public Trust Act, 1950 The Societies Registration Act, 1860 <b>Auditor</b> : Manit J. Shroff <b>Bankers</b> : Bank of Baroda	
<b>Income From</b>				<b>Donor tax benefits</b> : 80G 50% <b>Eligible for foreign donations</b> : Yes	
Government Sources	0	0	3,682,124	<b>Trustees/Directors/Managing Committee:</b> Ms. Rajani Paranjpe, President Ms. Bina Sheth Lashkari, Secretary Mr. Nitin Dadia, Treasurer Ms. Neela Dabir, Member Ms. Arnvaz Kharas, Member	
Institutional Sources	24,860,646	32,055,583	33,054,447		
Foreign Sources	21,884,023	21,495,066	29,240,757		
Donations	7,234,173	6,475,618	10,456,846		
Sales/Fees	0	0	0		
Interest/Dividend	2,196,905	2,666,219	3,876,807		
Other Income	602,766	850,305	929,137		
<b>Total Income (A)</b>	<b>56,778,513</b>	<b>63,542,791</b>	<b>81,240,118</b>		
<b>Expenses For</b>					<b>Income</b>
Direct Programme Activities	6,555,268	8,795,921	10,372,213		
Programme Staff Cost	36,551,401	40,769,333	48,382,461	<b>Expenses</b>	
Travel Expenses	0	0	0		
<b>Direct Programme Expenses</b>	<b>43,106,669</b>	<b>49,565,254</b>	<b>58,754,674</b>	Source : Audit Report 2014	
Fund Raising Expenses	0	0	0	<b>Profile:</b> The Society for Door Step School (SDSS) was started with the aim of addressing literacy amongst the marginalized sections of society. SDSS was established in Mumbai, India in 1988 and expanded to Pune in 1993. It has impacted the lives of around 100,000 children in FY14. The organisation addresses the three major problems of non-enrolment, wastage & stagnation in education systems. SDSS tries to bridge the gap in learning by bringing education to the Door Step of these underprivileged children. During the past year SDSS has received The Amazing Indians Viewers' Choice Award and the Stree Shakti Puraskar 2013 (Mata Jijabai Award). SDSS's activities in 2013-14 were: <ul style="list-style-type: none"> <li><b>Balwadi</b> – preschool programme for children aged 3 to 5 years. In FY14, the programme achieved 82% retention (1,444 children enrolled).</li> <li><b>Study Classes</b> – serve as a supportive measure. Extra coaching is given to the students of Std. I to IV. Since inception in 1992, 10,600 children have benefitted.</li> <li><b>Non formal education</b> – remedial measure for out of school children. 15,900 children have benefitted since inception.</li> <li><b>School on Wheels</b> – a bus designed as a mobile class room to cater to street children. Currently five School on Wheels run in different parts of Mumbai. Each SOW covers four classes with approximately 100 children.</li> <li><b>Mobile Library</b> – creates a quality-learning space at 10 locations where 320 children get an opportunity to read diverse books.</li> <li><b>Computer Centre</b> – Children visit the centre once a week to learn basic computer skills. Five Computer Centres are run in 4 wards of Mumbai and 16,900 children have been trained so far.</li> <li><b>The School Partnership Programme</b> 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.</li> </ul> The impact with one community is best seen in the second generation learners of the Banjara community, the parents having been among SDSS's first students. Bal Samuhas (youth groups) comprising mostly of SDSS alumni are emerging in most of the communities and schools SDSS works with. Over 500 of these young people are preparing themselves to deal with the issues that affect their community.	
General Staff Cost	0	0	0		
Overhead Expenses	2,356,606	2,620,604	3,669,055		
Depreciation	1,217,490	1,387,631	1,694,478		
Other Expenses/Transfer	67,000	27,600	3,750,000		
<b>Total Expenditure (B)</b>	<b>46,747,766</b>	<b>53,601,089</b>	<b>67,868,207</b>		
<b>Surplus / (Deficit) (A-B)</b>	<b>10,030,747</b>	<b>9,941,702</b>	<b>13,371,911</b>		
<b>Balance Sheet</b>					<b>Other Details</b>
<b>Assets</b>					
Fixed Assets	6,648,053	6,350,362	8,593,751		
Current Assets (excl. Cash)	526,810	2,713,703	1,649,954		
Cash/Bank	4,764,745	21,715,101	29,660,334		
Investments	26,924,842	18,444,595	25,366,767		
Accumulated Deficits	0	0	0		
<b>Total Assets</b>	<b>38,864,450</b>	<b>49,223,761</b>	<b>65,270,806</b>		
<b>Liabilities</b>					
Corpus / Share Capital	3,308,784	3,333,784	3,383,784		
General Funds	28,180,160	38,121,861	51,493,773		
Earmarked Funds	3,110,950	3,138,550	6,888,550		
Loans	0	0	0		
Current Liabilities	4,264,556	4,629,566	3,504,700		
<b>Total Liabilities</b>	<b>38,864,450</b>	<b>49,223,761</b>	<b>65,270,806</b>		
<b>Direct Beneficiaries (Nos)</b>					
Direct Beneficiaries (Nos)	50,477	85,000	100,000		
Indirect Beneficiaries (Nos)	23,486	300,000	700,000		
Cost Per Direct Beneficiary (Rs) - appx.	902	614	662		
Number of Staff	631	676	776		
Highest Salary (Rs p.a.)	180,000	360,000	441,600		
Lowest Salary (Rs p.a.)	24,000	24,000	60,000		
<b>Financial Note: *Adjusted.</b> Transfers to Reserves have been excluded from total expenses to calculate the proportion of expenses 'Used for Beneficiaries'.					

Recognized as Re-imagine Learning Challenge Pioneer by The LEGO Foundation for offering novel, playful approaches that challenge the conventions of learning."

## The LEGO Foundation

October 15, 2014

Rajani Paranjpe  
Pune  
India

411007

Dear Rajani Paranjpe,

Congratulations, I am delighted to write and tell you personally that we have named The society for Door Step Schools.(DSS) a 2014 Re-imagine Learning Challenge Pioneer. This recognition is being announced publicly today, October 15 on [www.changemakers.com/play2learn](http://www.changemakers.com/play2learn).

This means that The society for Door Step Schools.(DSS) is now in a shortlisted pool of 30 Pioneers who are being considered in the final selection of 10 Champions of Learning through Play.

To put your Pioneer status in perspective – Ashoka and the LEGO Foundation received more than 630 Challenge entries from 68 countries around the world. Over the past two months we've engaged hundreds of people in a thorough vetting process to narrow the field.

Your project, The society for Door Step Schools.(DSS), achieved the highest ratings in terms of innovation, social impact, sustainability, and Challenge relevance. It demonstrated not only an ability to create high quality learning outcomes, but it did so in a novel, fun, and playful way that overturned the conventions of education.

We cannot promise you that you will walk away from the Re-imagine Learning Challenge as one of the 10 Champions. But what we can say is that The society for Door Step Schools.(DSS) is now part of a truly world-class cohort of projects.

Re-imagining learning requires breaking out of traditional models and institutions. It requires a creative, playful, and imaginative approach to take on the challenge of transforming learning so that children are equipped to thrive and lead as the builders of tomorrow. This change is something we can only achieve together. You are in the forefront of making this global movement happen.

It is social entrepreneurs such as you that drive innovation in play and learning and provide us with a unique network and a solid knowledge-base. Together we can learn from each other and accelerate to catalyze global change towards our goal: To build a future in which learning through play empowers children to become creative, engaged, life-long learners.

With gratitude,



Mirjami Schöning  
Global Head of Programmes & Partnerships  
LEGO Foundation



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