



2015-16 Annual Report





KENSINGTON PALACE

From: Miss Rebecca Deacon,
Private Secretary to HRH The Duchess of Cambridge

Private and Confidential

19th May, 2016

Dear Ms Lashkari,

The Duke and Duchess of Cambridge have asked me to tell you how delighted they were to have the opportunity to attend the Oval Maidan cricket event during their recent tour to India and Bhutan.

Their Royal Highnesses thoroughly enjoyed learning more about Door Step School and meeting some of the children at the cricket. They were so impressed by the brilliant and inspiring work that you do and were delighted to have the opportunity to support your organisation.

It was extremely kind of you to give The Duke and Duchess the lovely selection of gifts and Their Royal Highnesses are most grateful to you for thinking of them in this way. The people of India gave The Duke and Duchess the most wonderful welcome and Their Royal Highnesses were overwhelmed by the warm reception they received.

The Duke and Duchess have asked me to pass on their very best wishes and warmest thanks to all who helped make the visit such a memorable occasion.

*Yours sincerely,
Rebecca Deacon*

Ms. Bina Lashkari,
Director,
Door Step School

Dear Friends,

A year full of recognitions, growth, pilots, collaboration, sharing and reflection....This is how we remember the year that went by. Let's first begin with the **recognitions**; our Founder- President Mrs. Rajanitai Paranjpe was honoured by DIYA, Mumbai for contribution to Child Education, Tejaswini Puraskar by International Inner Wheel District 313 Cops 2013-14 and Lokmat Sakhi Sanman Puraskar. Our Co-Founder, Mrs Bina Sheth Lashkari featured in the Vodafone Foundation's third edition of the book 'Women of Wonder'.

The Duke and Duchess of Cambridge, Prince William and Kate Middleton, who were on an official visit to India, chose to meet Door Step School children. Children who interacted with them were bowled over by their humility and kindness. 'Naming the Street' was a campaign run by Door Step School where the idea was to name the unnamed bylanes in the slums with the names of children who have continued or completed their education through difficult circumstances. The initiative won four gold awards at Emvies 2016 organised by The Advertising Club in Best Media Innovation Categories (Out of House, Ambient Media and Events and Best Implementation Team).

Talking about **growth**, we grew in terms of the geographies in which we have Door Step School presence now in Mumbai and Pune both. In Pune, we extended the Grow With Books programme in 28 Zilla Parishad Schools taking the total number of schools we work with in Pune to 240. In Mumbai, we extended the slum based intervention in Mandala and Sathe Nagar slums as well as further more in the Sanjay Gandhi National Park. Two Science labs were set up in Municipal schools for enabling easy access to infrastructure for learning Science hands-on.

Coming to **pilots and collaborations**, this year has seen implementation of a couple of new experimental projects like Science labs, Mentoring Programme and running English Study Classes in Mumbai. While we talk about pilots, it is extremely important for us to recognize the organizations with whom we have collaborated to implement the same like Apnishala, LeapForWord, Mentor Me India and Sparkles Science.

As Door Step School has over 25 years of experience in education sector, it also engages in **sharing** its resources, trainings and experience with other organizations and government institutions. Door Step School, Pune was invited to conduct a special training program for 80 Pune Municipal Corporation school teachers identified as 'Shikshan Sahyogi'. Through the Project Sahyog Door Step School, Mumbai also worked for strengthening the government's Integrated Child Development Scheme (ICDS) program in the hamlets of National Park, through training and handholding and two of the Aanganwadis were later handed over to ICDS as they could be run independently and were self sustainable. Grow with Books is expanding through other organizations like Shashwat, with the technical help provided by Door Step School, Pune. Also "Every Child Counts- Citizens' Campaign" was replicated by the NGO "Education on Wheels" in Nashik in 2015-16.

We strongly believe that one constantly needs to **reflect**, review and reinvent ourselves to deliver relevant and impactful programs. In the view of the same, at Door Step School, Mumbai we conducted 'Impact Assessment of Bal Samuha – Adolescents Program'. Based on the inputs received from various internal and external stakeholders, Door Step School will be working on planning structured strategy for effective implementation of the program in the year 2016-17. With this we also recognize the increasing trend of more and more children getting enrolled in low-cost private schools and many of these schools, need assistance for delivering educational programmes more effectively. Door Step School in the coming year will also explore the possibility of working with this potential stakeholder and also reflect on how together we all can create a better learning environment for our children.

Rajani Paranjpe (President)

Bina Sheth Lashkari (Secretary)

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About Us

Door Step School is a registered non-governmental organization working to promote education and impart literacy skills among the socially and economically disadvantaged children of urban slum communities in Mumbai & Pune. Today the organization's annual outreach exceeds 90,000 children altogether in both cities.

History

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

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

Vision

To be an instrumental force that brings development to children.

Mission

All children deserve an education. An alarming number of India's urban poor still remain without an opportunity to receive formal education. Our mission at Door Step School is to bridge this divide, using innovative programmes that will bring education to these children and help them make the transition to literacy and a brighter future.

Goal

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

Reach out

Interventions	Mumbai	Pune	Total
Direct – Community Based	9111	18659	27770
Municipal Schools	11700	46477	58177
	20811	65136	85947
*As children benefit from more than one service at a time, the statistics above are approximate			

DOOR STEP SCHOOL- MUMBAI HIGHLIGHTS OF THE YEAR

- **Naming the Street Initiative:** Door Step School conceptualized an initiative in partnership with an advertising firm Lodestar, named as 'Naming the Street' where the idea was to name the unnamed bylanes in the slums with the names of children who have continued or completed their education through difficult circumstances. As street signs are only named after big influential people, this recognition for few selected ones created positivity in the community and encouragement to those parents who have supported their child's education and development process. In all the three slums where the ceremonies took place, people gathered to rejoice and applaud for the achievements of these children and encouraged them to continue their schooling. The initiative executed by Lodestar won four gold awards at Envies 2016 organised by The Advertising Club in Best Media Innovation Categories (Out of House, Ambient Media and Events and Best Implementation Team). 9 children, whose names were given to the street signs, have fought odds to reach a successful position in their lives. Rehmuddin today works as a Rugby Coach for the National Girls Team has a street sign named after him in the bylanes of Baba Saheb Ambedkar Nagar slum in Cuffe Parade.
- **Duke and Duchess of Cambridge meet Door Step School children:** The Duke and Duchess of Cambridge, Prince William and Kate Middleton, who were on an official visit to India starting from 10th April, had Mumbai on their itinerary. Door Step School was chosen as one of three charities with whose beneficiaries, the Duke and Duchess interacted. Funds were raised for Door Step School through an event later in the evening on the same day which was held at Hotel Taj. Our children at Door Step School are super excited to meet the Duke and Duchess and also bowled a couple of overs when the Duchess was at the strike with the cricket bat. Children were delighted to see Sachin Tendulkar, the famous Indian Cricketer, who was also present at the event.
- **Project Sahyog:** Since March 2014, Door Step School has been running the educational interventions through project 'Sahyog' supported by Plan India for the forest dwellers of 28 hamlets of Sanjay Gandhi National Park (SGNP). At its core, Sahyog focuses on empowering communities to know their rights, linking them to key duty-bearers and enabling them to realize their rights. The interventions on education aim to create awareness in the community towards the importance of education, their role in children's development, and encourage regular attendance of children to enhance performance. It also includes the capacity building of local teachers and students as door to door volunteers. Balwadis, Study Classes, Bal Samuha (Children's group), Door to Door Library, Community Learning Centres, Educational Program and Workshops are used to reach out to the communities. Through the project Door Step School also

worked for strengthening the government's Integrated Child Development Scheme (ICDS) program in existing hamlets through training and handholding.

- **Women of Wonder – Vodafone Foundation's Coffee Table Book:** Mrs.Bina Lashkari was featured in the third edition of the book 'Women of Wonder' which was launched in the week of International Women's Day, 2016. Published by Roli Books Private Limited, it tells the story of fifty extraordinary women who have undauntedly pursued their dreams, fought to challenge the status quo and most importantly, inspired many others to do the same. These women of pure wonder embody strength of character, resilience and are a shining light to women all over the world.
- **Science and Maths Labs:** Since the beginning of Science and Maths Labs this academic year, children have been learning interesting concepts of Science and Maths in a format of month-wise themes. Although 160 children were targeted we have reached out to total 190 children from grades 1st to 5th, who come in 8 batches, benefit from the Science and Maths labs, supported by BP India twice a week and once in a week attend the Language and Computer center. In the evenings, the labs function as a resource centers where children from higher grades (6th and above) use the resource material for reference which supports their learning in school.
- **New beginnings:** This year we extended our services in Mandala and Sathe Nagar communities, Mankhurd in M-East Ward of Mumbai with the financial support from Rabo Bank and State Street. A School on Wheels will cater to the educational needs of out of school children in Mandala and Study Classes and Community Learning Center for children living in Sathe Nagar.
- **A year of pilots:** This year has seen implementation of a couple of new experimental projects like Science lab in Cuffe Parade to build scientific temper in children, recruiting mentors through Mentor Me India for providing one on one mentoring support to children in Hiranandani Akruti area and collaboration with LeapForWord for training and curriculum for English Study Classes in Hiranandani Akruti area in M-East Ward project.
- **Impact Assessment:** ASMAE started supporting the efforts of Door Step School in the promotion of Child Rights and child participation, initially through Child participation network, since 2002 and later on from 2005 onwards expanded the support for Bal Samuha – the child participation program. Having completed a decade of partnership support for this initiative, Door Step School and ASMAE wanted to evaluate the program objectively, so that a vision and a road map for this program can be developed for future action. An Impact Study was conducted for the above purpose and the findings will be used as a base to conduct the visioning exercise for the Bal Samuha programme in the year 2016-17.

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 since 1988, **29%** of its population living in slums, since its inception and this is where the first class of Non Formal Education class began in 1988. 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 year 2013 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 Akruiti, Natwar Parekh, Mandala, Sathe

Nagar and Maharashtra Nagar area and through School Partnership Programme it works in Shivaji Nagar 1, 2 and 3, Deonar, Shivam Municipal School, Lumbini Baug, Mankhurd, Shahaji Nagar.



Sathe Nagar



Hiranandani Akruti

Ward R-South and P: Door Step School has been running School on wheels in this area as it was invited by Rotary Club of Kandivali. 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. This year we have started working in 11 hamlets (padas) in the Sanjay Gandhi National Park of which 9 are accessible from the entry gate on Borivali end and 2 from Goregaon end.



Thane:

Door Step School started working in Thane City from this year from February 2016. The communities situated on the road of Balkum and Kolshet road towards Thane-Bhivandi road were surveyed. At present Door Step School has started with a Community Learning Center in Ram Maruti Nagar for increasing children's interest in reading and improving their reading abilities.

ACTIVITIES AT A GLANCE (2015-16)

Sr No	Programme		Activities	No. of Classes	No. of Beneficiaries
1	Direct Intervention	Community Based Educational Programme	Balwadi (Preprimary)	39	1240
			Non Formal Education	1	33
			Study Class	33	865
			Total	73	2138
		School on Wheel	Non Formal Education	10	293
			Study Class	5	112
			Balwadi	2	76
			Total	17	481
		Computer Center	Bus Service	3	157
			A ward	45	873
			M Ward I and II	73	1182
			E Ward	24	607
			F South	17	288
			Total	159	2950
2	School Partnership Programme	Direct intervention in 32 municipal schools covering 11700	Study class	45	609
			Mental Health Project		4972
			Reading Promotion (Grow with Books)	122	5376
			School Library (5 th to 7 th Std)		3889
			First Step School		431
3	Balsamuha			30	692
4	Sponsorship				176
5	Community Learning Center		Door to Door Library		539
			Reading Promotion		1978
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. (140 days of training offered to teachers in this year)	
			Area Coordinator/ Coordinator/ Trainers	Once in a month	

I : COMMUNITY BASED EDUCATIONAL PROGRAMME:

Door Step School living up to its name, for past 28 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 and transition to primary education in formal school 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 (2015-16)

Ward	Units	Children enrolled			Sustained till the end of April'16
		Boys	Girls	Total	
A	12	201	193	394	338
B	2	21	33	54	51
E	11	181	180	361	307
M	10	163	145	308	255
F-South	2	28	37	65	41
R-South	2	26	32	58	54
Total	39	620	620	1240	1046
SOW V	2	41	35	76	63
Total	41	661(50%)	655(50%)	1316	1109(84%)

Outcomes:

- Since the commencement of first Balwadi in the year 1989 in slum communities more than **22,416** children have benefitted from the classes which have helped the first time school goers to cope with the formal school environment.
- **1,316** children benefitted from total 41 Balwadis run in the slums of six different wards of Mumbai in the year 2015-16.
- **68%** 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.
- **512** children who were in Door Step School Balwadis last year were enrolled in formal schools in the year 2015-16.

Best Initiatives in Balwadi:

Door Step School strongly believes that in order to sustain the impact the work we do with the children, involving the parents and building their capabilities to initiate and sustain the behavior change is important. Keeping in mind this belief, the following initiatives were taken in this year:

Parent's initiative for improving children's health: On a pilot basis this year, Balwadi was extended for half an hour more than its usual duration of two and half hours. This was decided in line with the introduction of new framework, based on which the time was to be invested in developing the social skills of children and encouraging healthy eating habits. The best practice of encouraging children to change their eating habits for better health started with observation of children's habits of eating junk food throughout the day instead of healthy food. Involving parents to decide menu for lunchbox after discussion on healthy habits, washing hands before meal, encouraging children to finish the lunchbox and sharing it with friends have been impactful. Vasihullah's mother shared with the teacher that her children now wash their hands before meal and eat food prepared at home unlike before. To maximize the impact, teachers presented role play to spread awareness on impact of healthy food v/s junk food consumption as well. ***Children enjoyed it very much and said, "We want to become healthy so we will eat a balanced diet comprising of rice, pulses, vegetables and fruits henceforth. We won't eat Kurkure and Chowmein." After few months significant change was noticed namely reduction of wrappers in class dustbin, one of the teacher said, "In the beginning, every day we have seen more than two dustbins of wrappers of Kurkure and Chowmein but now hardly one or two wrappers are found in dustbin."***

Stories of Change: *Four and half years old girl, Komal, joined DSS Balwadi when she moved to Mumbai from her village. She has two elder sisters and one brother and was expecting another sibling as mother was carrying a child when they moved to Mumbai. Komal started coming to the Balwadi with her elder sister. Although initially quite in her demeanor, Komal soon started looking more and more upset over some matter in the class. Her involvement was very limited which made the teacher visit her home and find out more about her.*

On enquiring further, teacher got to know that as Komal's mother had delivered a baby, there was no one at home who could bathe her in the morning and assist her in getting dressed up. She often had to miss her breakfast and came to the class on an empty stomach. Hunger made her feel uncomfortable and that's what made her upset and resulted in her throwing tantrums in class. She also felt neglected at home and missed her mother's attention. The teacher spoke to her father and explained him about not just giving her money for food but instead packing a snack for her when she came to Balwadi. After her mother returned home post delivery, she started cooking for Komal and a very happy Komal started carrying her lunch box to class. She also was given more attention in the class by the teacher wherein the teacher gave her a couple of responsibilities to help her manage the classroom activities.

With improving conditions at home and responsibilities given by teacher in class, Komal started showing progress in her studies. At the end of the academic year, Komal could make upto 10 words from given letter, was able to recognize 15 letters and could count up to 20 numbers. Komal's mother also sees a change in her daughter and cannot thank enough to DSS team. About Komal's increased inquisitiveness she says, "Komal has so many questions to ask, she doesn't stop asking questions till she gets satisfactory answers from me." The DSS team conveyed her mother that next year we will enroll her to formal school and this June Komal was enrolled in a formal school in grade 1 as per the plan. The team will follow up and try to bring her to the Study Class this year and support her by giving appropriate academic inputs for sustaining in school.

Study Class:

Study Class serves as a supportive measure through which extra coaching input is given to the students, who attend the Hindi and Marathi medium of the nearby Municipal School and study in standard 1st to 4th. Many of these children are first generation learners who have very little guidance for studies from their parents who themselves have never been to school. Due to lack of guidance these 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 (2015-16)

Ward	Units	Children enrolled			Sustained till end of April'16
		Boys	Girls	Total	
E	3	44	42	86	71
F- South	2	26	22	48	42
M	26	304	382	686	580
R South	2	27	18	45	41
Total -I	33	401	464	865	734
SOW III	1	9	15	24	15
SOW IV	3	24	45	69	67
SOW V	1	11	8	19	14
Total- II	5	44	68	112	96
Grand Total (I +II)	38	445 (46%)	532 (54%)	977	830 (85%)

Table 4: Standard wise breakup of Study Class (2015-16)

Standard	New	Old	Grand Total
1st	203	20	223
2nd	180	55	235
3rd	115	70	185
4th	170	72	242
5th	43	9	52
6th	23	2	25
7th	15		15
Grand Total	749(77%)	228(23%)	977



English Study Classes in Ward M – A Pilot:

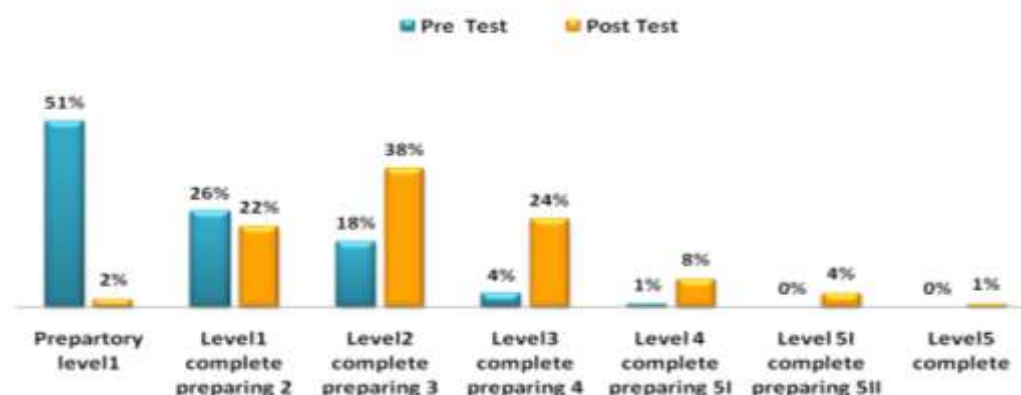
Owing to the increasing number of children enrolled in English medium schools and inability of parents to support the child's learning process at home due to their poor understanding in English, DSS decided to pilot a English Study Class programme. Total **85** children benefitted from the classes. To build children's English language skills through activities, DSS started using syllabus and methodology of **LeapForWord**, an organization that provides training and support for teaching English to children with the help of teachers who have very little knowledge of the language. Based on the initial mapping tests for grade 1 and 2 children, they were classified into foundation and ground level and were taught as per the syllabus for these levels. The teachers underwent training and a certification for qualifying to teach the syllabus and also got teacher's handbook, teaching aids and children's workbook for conducting the lessons. Methods like finding the words in a crossword, solving puzzles, learning through charts, flashcards and memory cards helped sustain children's interest in coming to class. Teacher gave work to be completed from the workbook at home which resulted in increased involvement of parents in children's studies.

Availability of well prepared syllabus helped DSS in conducting English programme for children which was increasingly the need of parents in the community. Parents were involved in their child's learning process by sharing both the initial mapping and interim test results with them. Some of the parents who did not send their children to English class this year were convinced with the results when children spoke in English in the Parents meeting. *The parents confessed that, "Next year instead of sending their children to expensive private tuitions from which children hardly progress in their language skills they will choose DSS as they have seen the impact this year."*

Performance of Study Class:

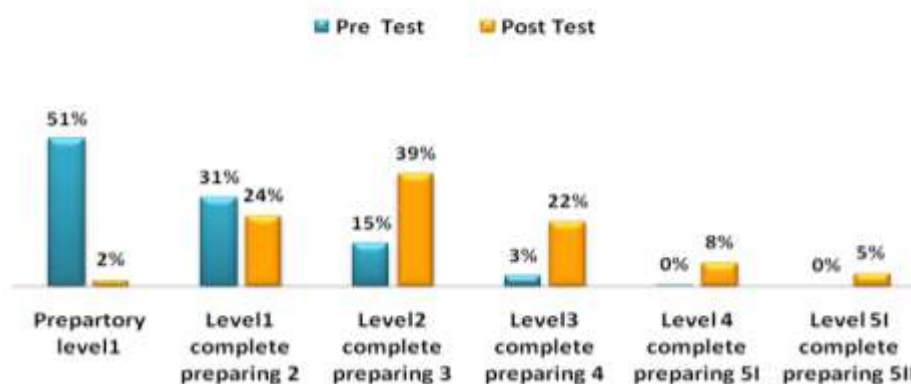
Children who attend the Study Classes are assessed to understand their learning levels when they start the classes in July, after which based on their current learning levels a goal is set as per the Door Step School's mathematics and language curriculum framework. These set goals are tracked throughout 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 354 (53%) children of standard 3rd and 4th who have attended the Door Step School study classes in the year 2015-16.

Distribution of students by levels & components

Language Part 1_Letter /Matra/Word
Performance of 3rd and 4th Standard

Analysis : Pre-test and Post Test observations for Language Part 1

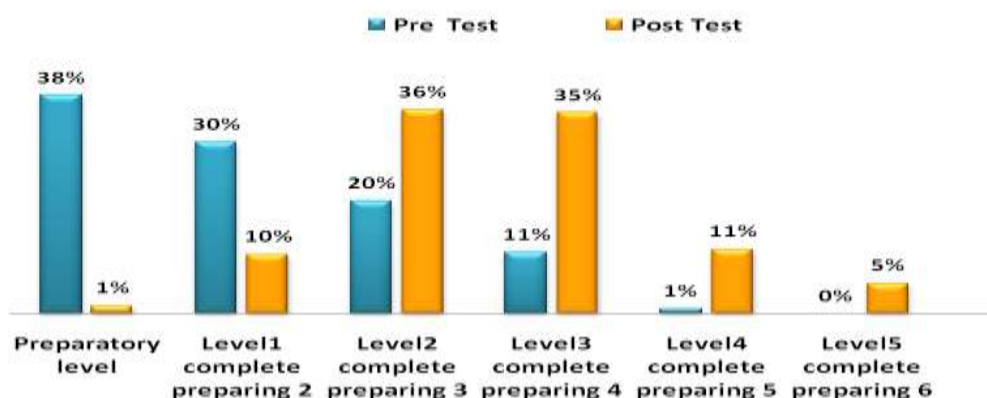
- In post test results, **38%** children were seen in Level 2 as against **18%** in pretest. These children can recognize and write all 48 letters, 6 matras and can make 5-6 letter words.
- In level 3, as compared to pretest where there were only **4%** children, in the post test results there were **24%** children. In level 4 there were only **1%** children in pre test but in post test there were **8%** children. These children can recognize and write conjunct letters and words as well as use those words in their daily life.

Language Part 2_Sentence/Grammar/ Punctuation
Performance of 3rd and 4th Standard

Analysis : Pre-test and Post Test observations for Language Part 2

- In post test results, **8%** children were seen in Level 4 as against no children in pretest. In this level, children are able to write a paragraph with the help of correct matras and grammar.
- As compared to the pre test, there were **5%** 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.

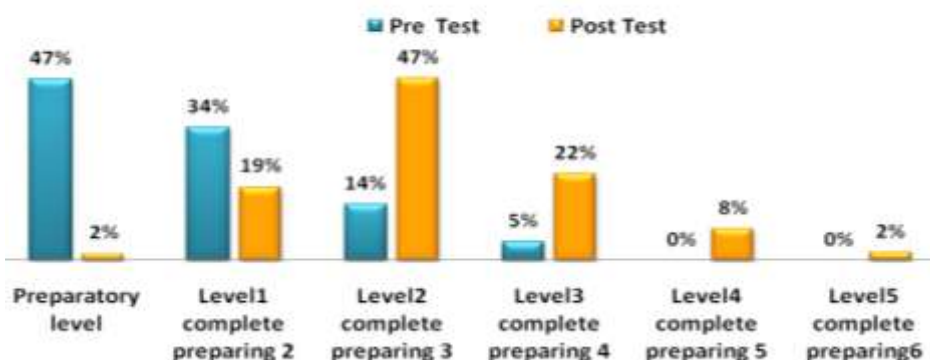
Mathematics Part 1_Number/Operation Performance of 3rd and 4th Standard



Analysis : Pre-test and Post Test observations for Mathematics Part 1

- For Mathematics Part 1 in post test results, **11%** children were seen in **Level 4** as against **1%** 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.
- There were no children in the **Level 5** in pre test results as against the **5%** children in post test results. These children know the formation of numbers till 1000. They are able how to convert tables into simple graphs. They are able to do multiplication and division of 2 digit numbers.

Mathematics Part 2_Time/Money Performance of 3rd and 4th Standard



Analysis : Pre-test and Post Test observations for Mathematics Part 2

- In post test results, **8%** children were seen in Level 4 as against no children 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 were no children in Level 5, but in the post tests results **2%** children were in level 5. These children know how to make bills, planning and budgeting.

Stories of Change: 9 years old, Yash, stays in a small room in a joint family of more than 15 members. The male members in family are addicted to alcohol and they often quarrel over the financial expenses at home. The environment at home is not favorable at all for studying at home.

When Yash joined DSS Study Class he often skipped coming to Study Class as parents also did not pay enough attention to him and providing him the additional support through DSS. Earlier, Yash was studying in a Municipal school but as he was not happy with the school his mother got him enrolled in a private school. He was enrolled in grade 3 as per Right to Education Act as per his age. Although in grade 3, Yash was unable to cope with the studies in the school due to his low learning levels and he stopped going to school. His mother was informed about his poor learning levels by his school teacher in a parents meeting.

The mother approached DSS teacher and conveyed her concerns about Yash's academic progress. The DSS teacher explained to his mother that Yash's low performance is owing to his irregularity at Study Class. She conveyed her that he needs additional support which the family is unable to provide and hence she should send him to the class every day. She assured her that Yash will improve in his studies this way.

The teacher made plans for improving his reading skills as well as gave him work to complete at home and show her next day. Soon, Yash started coming to class regularly and learning well. As he could do his lessons well his overall confidence increased. He started feeling more positive about going to formal school and even started coming even before the DSS Study Class could open for the day. Yash has reached grade 4 continues to come to DSS Study Class and goes to formal school regularly.

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.

Table 3: Distribution of Children attending Door Step School Study Class (2015-16)

Ward	Units	Children enrolled			Sustained till end of April'16
		Boys	Girls	Total	
M	1	18	15	33	12
Grand Total	1	18 55%)	15 (45%)	33	12 (36%)

Outcomes:

- Since the commencement of first Non Formal Education (NFE) class in the year 1989 in slum communities more than **16,326** children have benefitted from these classes.
- Since 2004 more than **1,378** children from community based Non Formal Education classes and from School on Wheels have been enrolled in formal schools.
- This year 4 Non Formal Education classes were closed down as **27%** children out of the children who were sustained in NFEs till April 2015 were enrolled in formal schools.
- **326** children have benefitted from **11** Non Formal Education classes this year, out of which **10** classes catered to children living on streets and pavements through School on Wheels and only **1** was run in Maharashtra Nagar slum in M-East Ward.
- From **46** Non Formal Education classes with **871 out of school children** that were run in the slums in the year **2000-01**, today in the year **2015-16** we have only **1** Non Formal Education class with **33 out of school children** in a slum. This also implies that the number of children who are out of school in the slums has declined over a period of time and more and more children are enrolled in schools.
- **42%** children attended more than **50%** of the classes which are conducted every day from Monday to Friday all round the year.
- **36%** of children who were enrolled in the NFE Classes were sustained till the end of the year.
- **24%** children have been enrolled in formal school from the NFE classes in the year 2015-16

Stories of Change: Naming the Street Initiative

Door Step School conceptualized an initiative in partnership with an advertising firm, named as 'Naming the Street' where the idea is to name the by lanes which do not have names in the slums with names of children who have continued or completed their education through difficult circumstances. As street signs are only named after big influential people, this recognition for few selected ones hopes to create positivity in the community and encouragement to those parents who have supported their child's education and development process. More than 100 people gathered to rejoice and applaud for the achievements of these children and encouraged them to continue their schooling. Some other parents also wished that someday their own children's names should also feature on the street signs. The streets were named after the following children:

Rajan Kanu Das

Rajan had dropped out of grade 2 from formal school as his family took him to native place. He first came in contact with Door Step School when he started coming to Non Formal Education class. After attending the class for a year and brushing up on his language and maths skills, Rajan is now enrolled in grade 4 in a nearby formal school and attends it regularly. He plans to continue coming to Community Learning Center and wishes to join Bal Samuha group in the community to inspire others for going to school.

Khushi Santosh Das

9 years old Khushi was lives with parents and two siblings in Maharashtra Nagar slums. Fearing of her safety her parents did not enroll her in school. When she first came in contact with Door Step School she was enrolled in Non Formal Education class so that she could be prepared for formal schooling. After lot of convincing and counseling that was done with her parents she is now enrolled in 3rd grade and comes to Study Class for support after school. A bigger achievement is that along with Khushi her two sisters have also been enrolled in school who were out of school.

Anshika Karamchand Gupta

Anshika is a nine year old girl who lives in the Shanti Nagar slum community of Maharashtra Nagar slum of M-East ward of Mumbai. She was already eight years old then, but the parents fearing for her safety never enrolled her in school. Lack of awareness about importance of education was another reason why Anshika was forced to stay away from school. She was brought to the Non Formal Education class last year where she learnt basics of language and maths. She was successfully enrolled in Shahaji Nagar Municipal School in Hindi medium. She is also supported by an after-school Study Class run by Door Step School in the Maharashtra Nagar slum community.

The transition of these children from being an out of school child to now a regular student at school is very heart warming.

Science and Maths Labs:

In the slum communities of Ward A, Mumbai where Door Step School has been working since 1988, our preschool programme has played a significant role in bringing the non enrolment numbers down. With this change, we visualized a modification in our intervention there. Along with our preschool programme, we planned to introduce Language, Science and Math Resource centers, instead of the Study classes that we have run for many years. Since the beginning of Science and Maths Labs this academic year children have been learning interesting concepts of Science and Maths in a format of month-wise theme. Although 160 children were targeted we have reached out to total 190 children from grades 1st to 5th, who come in 8 batches, benefit from the Science and Maths labs, supported by BP India twice a week and once in a week attend the Language and Computer center. In the evenings, the labs function as a resource centers where children from higher grades (6th and above) use the resource material for

reference which supports their learning in school. Children were consulted before organizing them in batches and the batches were formed based on the timings that are comfortable for them, possibility of bringing along their siblings, last year's maths post test results.

Table 6: Distribution of Children attending Door Step School labs(2015-16)

Labs	Units	Children enrolled	Sustained till end of April'16
Science and Maths Labs	8	191	152(80%)

Best Initiatives in labs: Learning by doing and discovery

While learning about **insects**, children learnt morphology and anatomy of insects, how and what insects eat, their life cycle, habitat and food chain. Children read together stories about bees and butterflies to understand how they live and their lifecycles. Insect models were used to help children to classify insects and non-insects. Bug boxes were used to study the butterflies and flies minutely. Children were amazed to see the tiny insects look so large through the lens in the bug boxes. Difficult words like trachea, exo-skeleton, and antennae were written on flash cards and revised with the children for reinforcement. Insects stamps, clay modeling, flash cards were used for making learning about insects more joyful. In the activities that children did in the lab, they drew the nervous system of cockroach, bees and spider, made use of clips, sponges, toothpicks and straws to depict the different types of mouths of insects. Children also made lifecycle of butterfly on their scrapbooks where they used waste material like chocolate wrappers and shells to depict the life stages of butterfly.



Chandrika expressed, "I did not know about the lifecycle of the butterfly. But now I know that we just see the butterfly and never knew how much struggles and how many stages it goes through to become what it is today."

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 18 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.

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 have to leave house early in the day to make ends meet, find it difficult to remain at home for dropping and picking up children from school. 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 on regular basis. This service has helped children from remote hamlets in the National Park to access their school as well as children living slums pockets where other transport facilities are not available also benefitted from this service.

Table 7: Distribution of Children attending Door Step School - School on Wheels (2015-16)

Ward	Location	Units		Children enrolled	Sustained till end of April'16
School on Wheels I	Wadi Bunder, Wadi Bunder Yard No.7 And Yard No.12	NFE	4	132	83
School on Wheels II	Pardhiwada, Mandala Janta Nagar	NFE	4	110	81
School on Wheels III	Reay Road, Reay Road Station, Pardhiwada	NFE	2	51	37
		Study Class	1	24	15
		Bus Service	1	61	
School on Wheels IV	Chinch Pada, Nava Pada, Tumni Pada	Study Class	3	69	67
		Bus Service	1	32	
School on Wheels V	Maharashtra Nagar	Balwadi	2	76	63
	Bheem Nagar	Study Class	1	19	14
		Bus Service	1	64	
		Total	17	481	360 (75%)
		3 Bus Service		157	

Outcomes:

- Since the inception of the School of Wheels in the year **1998** in slum communities more than **4481** children have benefitted from these classes.
- **456** children have been enrolled in formal schools since the beginning of the first School on Wheels.
- **481** children benefitted from the classes which were run in **14** 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.
- **86%** children attended more than 50% of the classes which are conducted every day from Monday to Friday all round the year.
- **47 (11%)** children have been enrolled in formal school from the School on Wheels project in the year 2015-16.
- **72%** of children who were enrolled in School on Wheels were sustained till the end of the year in our class. **28%** children have dropped out as they have moved to their village.
- **157** children have been able to save the efforts of walking to school every day through School Bus Service and have been regularly attending schools.

Best Initiatives in School on Wheels:

The School on Wheels project reaches out to most underserved children living on streets and pavement. To keep their interest and motivation sustained, the team adopts various strategies through which they are constantly involved in the classroom processes. As these children live on streets and on pavements they are the most vulnerable out of all the different groups of children with whom we work. Given the surroundings in which these children live particularly in a habitat which doesn't have walls, creating awareness about child sexual abuse and measures to be taken for prevention and redressal of the same is very crucial. The process started with introduction to private body parts with the plan of follow up sessions for the same. It aimed at making children know the names of private body parts which are considered as taboo to be discussed in our culture. It started with revision of human body parts and their role. Aarif said, "We knew the body parts but today we came to know the function and significance of private parts in our body." Further sessions on safe and unsafe touch was planned in detail for children and parents as they are most vulnerable group of children. Coordinator also demonstrated role plays to make them understand. Salama said, "We won't go along with person who offers us chocolates and biscuits. We do not discuss about these things in our families." Follow up of this activity will be conducted as based on the awareness created, we expect that some of children

might confide any such incidences that are or have happened with them. We see this initiative as one step towards the organisation's commitment of ensuring that children have developmentally appropriate environment and are protected from any form of abuse.

Stories of Change: Team went out of the way to help child trapped in misfortune...

11 years old girl, Khatija, lives with her mother & brother on the pavement. Her ailing father lives in their native village and hence mother therefore works as a domestic worker and support her family financially. She is entrusted with the responsibility of looking after her younger brother and collecting waste in order to sell it later and support her family's living expenses.

She was brought to School on Wheels class after the DSS contacted her mother and emphasized the importance of having education and how wandering around on the streets all alone in absence of her mother compromises her safety. Her mother was assured that she would be looked after and taken care of at least in school hours when she visits the bus. She was irregular at school as she had to take care of her younger sibling but was also very much interested in academics.

One day, while Khatija was sitting on the pavement and having her meal, police picked her for begging and being homeless. Her mother panicked and came to DSS team and narrated this incident. Her mother was consoled by the teacher and she immediately brought this incident to our notice.

Our coordinator initiated the process of getting her released from the observation home and did continuous follow up and coordination for the same. An official letter to the police stating that Khatija is student with DSS and that she attends our classes regularly was submitted to the authorities. The letter and continuous follow up by Coordinator results in Khatija's release and return to her home. The teacher used this as a 'teaching moment' and facilitated the discussion on importance of education and how education will help her to change her future unlike her mother. This unfortunate incident made her mother realize how she was violating Khatija's right to development by not sending her to school regularly.

After 4 months of intervention she is now a regular at school. She has taken a deep and abiding interest in her studies. She participates actively in class activities and has made friends in the class. She enjoys taking part in extra-curricular activities too and we hope to take her few steps ahead in her maths and language skills.

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 reaches out to 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 **5** Computer Centers which are run in 4 wards of Mumbai and till date we have successfully reached out to more than **22850** children.
- In the year 2015-16, along with basics of Microsoft Office tools and other software, total **2,950** children and youth learnt a variety of concepts from language, mathematics, science and geography through the educational software available at the centers.
- **224** children and youth took the benefit of the Summer Vacation Batch which was run before the summer break. They learnt working with folder and files, Microsoft Office suite applications like word, PowerPoint, excel and publisher.

Table 8: Distribution of Children attending Door Step School (DSS) Computer Center(2015-16)

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
DSS*	22	624	17	521	23	640	14	270	76	2055
Non DSS	23	249	7	86	50	542	3	18	83	895
Total	45	873	24	607	73	1182	17	288	159	2950

*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.

Highlights:

- To encourage children to attend the Computer Center for learning computer skills, children along with their teacher collected material like waste thermocol, cardboard boxes etc. They looked up on internet and made a Computer replica which looked exactly like a computer. A knob which could be turned to change pictures gave it a look like real computer. The pictures were print outs of various computer parts. The model was then taken to literacy classes for encouraging those children who were missing out on the Computer Classes to attend the classes. *Saurabh said, "When the pictures changed on turning the knob it looked like a game."*



- To appreciate children's skills by displaying their work in the Computer center the computer teacher printed out the drawings made by children and put it up on a display made out old newspapers. Children were delighted to see their work up on the display and kept showing their classmates their work on the display.
- Internet was set up in computer centers which threw open doors to a lot of learning opportunities as expected. Children were guided to use internet to support their learning process in Science lab. They looked up for videos and content related to Science and also demonstrated the same in their lab after understanding the process. The Computer teachers used internet to download free videos for Balwadi class children which were also related to their framework in Balwadi class which resulted better reinforcement of the concepts learnt in Balwadi class. It was seen that the arrival of internet in the center truly enhanced and broadened the scope of learning in the Computer Center.

Some anecdotes from Computer Center are as follows:

Unable to believe his improved skills in using mouse for making pictures in Paint, Nitin said, "Teacher my picture in paint doesn't look like one drawn on computer. It looks that is drawn by hand."

Baba Saheb was surprised to see his work on Display Board and expressed, "Teacher I never realized I have drawn so many pictures in paint until you displayed them on the board."

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. This year saw set up of **4** new Community Learning Centers of which 1 is in Maharashtra Nagar, 1 in Sathe Nagar and 2 in Aarey Colony area in Goregaon under Project Sahyog. These new centers take the count of Door Step School CLCs to **8** which are across 8 locations in Mumbai. The CLC teacher in Sanjay Gandhi National Park goes from one class to another owing to distance in hamlets and hence accessibility becomes issue for children. The center thus literally serves as a Community Learning Center at 'doorstep' of these tribal children.

1 CLC reaching out to around 100 children is expected to be set up in slum community of Balkum, in Thane. The center has been already started in **February 2016** and has benefitted to **37** children, which have not been included in the table below:

Table 9: Community Learning Centre Status (2015-16)

Location	Units	Total number of beneficiaries	Total Number of books
Transit Camp, Ward A	23	656	1601
Sanjay Gandhi National Park	5	210	880
Ultan Pada	2	58	
Sai Bangoda	2	50	
Hiranandani Akroti, Ward M	17	395	924
Indira Nagar	10	270	951
Maharashtra Nagar	10	237	1050
Sathe Nagar	6	152	353
Total	75	1978	5759

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.

Best Initiative: Natural Resources – Sources, Uses and Conservation: Ever since the earth was inhabited, humans and other life forms have depended on things that exist freely in nature to survive. These things include water (seas and fresh water), land, soils, rocks, forests

(vegetation), animals (including fish), fossil fuels and minerals. The teacher discussed with the children how these resources are obtained and are used by us in day to day life in either directly or indirectly. Using textbooks for reference, she explained children through mind mapping technique wherein children were asked to collect these things and categorize them. Children very excitedly spoke about water, wood, forests but knew barely about minerals and metals. Taking this opportunity the teacher explained metallic, non metallic or energy minerals through mind mapping. Later children collected different things made from metals from their surroundings and as per teacher's instruction, read more about them and presented it to the class. Children were very inquisitive on how the fuel is obtained, produced and can also be conserved. Later during discussion on saving energy mineral, fuel children suggested to use pressure cooker. *Bhumika shared my uncle says, "One should maximise the use of public transport and use the vehicles only when there is need."*

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 doorstep book exchange program. This year total **12** volunteers reached out through the Door to Door library service to more than **539** children who had options of reading from the collection of more than **1245** books.

Table 10: Door To Door Library Status (2015-16)

Location	No of Volunteers	Total number of beneficiaries	Total Number of books
E ward (3 locations)	4	213	995
Sanjay Gandhi National Park (Chuna pada, Tumni Pada Chinch pada, Navapada)	4	211	250
Sai Bangoda , Ultanpada	4	115	
Total	12	539	1245

Formal School Enrolment:

Identifying needs in the community, commencing sensitizing activities, setting up a firm base in community, and providing a strong support to community members through a strong base in surrounding schools is a simple process adopted by Door Step School. It has been a constant endeavor at DSS to increase school enrollment and reduce the student drop out ratio. Making School Partnership Program work in tandem with Community Programs has proven to be a very successful model. School Partnership Program eases school enrollment of students from community – to improve enrollment numbers on one side, and Community Program follows up on candidates likely to drop out and encourage them to get back to school – thereby reducing drop out ratio, on the other side. This is quite evident from the figures mentioned the table below.

Table 11: Follow-up of Students Enrolled in formal schools in the year 2015-16

Enrolled from	Enrolled in Formal School	Continuing in Formal School till end of April 2016	Percentage Sustained
Balwadi	516	514	100%
Non Formal Education	68	68	100%
From Community	34	34	100%
Grand Total	618	616	100%

Table 12 : Standard wise breakup of enrollment year 2015-16

Type of Class	KG	1 st	2 nd	3 rd	4 th	5 th	7 th	8 th	Grand Total
Balwadi	111	386	17						514
NFE		26	11	12	5	11	2	1	68
Community		9	25						34
Grand Total	111	421	53	12	5	11	3	1	616

Highlights:

- Out of the **1151** children who continued coming to Door Step School Balwadi till the end of the year 2014-15, **45%** children were enrolled in formal schools this year.
- This year was huge success in terms of retention of enrolled children in formal schools. **100%** children who were enrolled in schools continued attending the schools till the end of academic year.
- Out of **616**, **14%** (85) children were enrolled in grades 2nd to 8th under the provisions of Right to Education Act for enrolling out of school children in age appropriate grades.

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 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 2015-16

No.	Bal Samuha	No of Groups	No of Active Members
1	Community Based Bal Samuha group	16	329
2	School Partnership Programme – Bal Samuha group	14	363
	Total	30	692

Highlights of the year:

1. **Child Rights Convention:** A two days Child Rights Convention was organized by DSS wherein resource person Ms. Chitra Patil was invited for sharing information about child rights. The sharing and discussion focused on making children aware about their rights and how they can exercise them by working collectively in groups. Children made posters, performed street plays and presented the status of child rights implementation in their communities. They also proposed solutions which can be implemented to ensure that other children from community are not denied their rights. A few Youth members who were earlier part of Bal Samuha also shared their journey with other children in which they spoke about their struggle in childhood and how today they see a change in their own communities. They also spoke about some of the campaigns and ideas they used to spread awareness about then strongly prevalent issues like child marriage, gender inequality in their own communities.
2. **3 workshops** on understanding **Child Rights** in the context of children in hamlets were conducted by expert facilitators of Forum Against Child Sexual Exploitation. Children participated in discussions, creative activities and made linkages to the animated documentary.
3. **Life Skills Sessions in Sahyog Project:** A total of 54 sessions on topics like Leadership, Communication-Verbal & Non-Verbal, Team Work, Personality Development & Assertiveness, Positive Attitude, Empathy and Sensitivity and Goal Setting were attended by 102 children from 4 groups of Bal Samuha from Sahyog project and Cuffe Parade conducted by Mr. Sunny Pawar.

4. **Life Skills Sessions in Cuffe Parade and Reay Road centers:** 45 children of 2 groups attended 45 sessions conducted by Apni Shala organization on topics like empathy, teamwork, communication, self awareness, leadership, confidence etc. Over 82% children showed increased abilities in teamwork and communication, 64% in confidence and 45% in leadership skills.
5. **Service Learning Program - Apnishala:** This program aims to enable children to identify issues in community with a problem solving-eye and works towards a developing a feasible solution together. Group of 25 children from Reay Road attended 29 sessions and addressed issues like water shortage, alcoholism, waste accumulation etc. Children then collected information presented the problem and proposed solution in form of a presentation to other children.
6. Children discussed amongst themselves and decided to celebrate '**International Day of the Girl Child**' which is celebrated on October 11 to spread awareness about the gender inequality that prevalent around the globe. Girls from the Bal Samuha groups chose their favourite personalities like Police Officer – Kiran Bedi, Astronaut – Kalpana Chawla, Renowned singer – Lata Mangeshkar etc. They collected information about them and dressed up as these personalities. The girls presented the achievements of these ladies in front of the group and received appreciation from both boys and girls in the group.
7. The Social Responsibility Forum of Mithibai College, Vile Parle organized a skit and dance competition in which DSS Bal Samuha children participated. 14 adolescent children performed role play on waste management and won second prize in the competition.
8. Bal Samuha children from Ward A organized talent show for all Bal Samuha children which gave platform to children to showcase their hidden talents.
9. One of the adolescents from Bal Samuha was selected by Victory foundation (Dance Academy of Shiamak Davar) who will be trained for a year.

Street Play as an Effective Strategy to build life skills and provide platform to present issues identified in the community

Based on observation that children are shy and hesitant to come forward to speak or express their opinion, street play workshops were conducted with all Bal Samuha children in two turns in Borivali and Goregaon simultaneously which focused on techniques of performing street plays. It was really effective as it enabled them to understand the process and helped them a great deal to express themselves. Later at the class level, children engaged in role plays where they presented stories. Once they also tried to work in groups to present street plays on different issues faced by their communities. In a span of six months, children gradually started developing required skills to perform street plays. They were also asked to observe the verbal and non-verbal behaviour on television.

In spite of living in a city, the children in these hamlets are cut off from the hustle-bustle of the city. They visited Pardhiwada slum in Mandala in Ward M of Mumbai, where out-of-school children are reached through an intervention called School on Wheels. In this, a bus serves the purpose of classroom. 19 children from Ultanpada performed a street play and song on the importance of education. This was the learning for children as they realized that there is a lot of scope for improvement in their performances.

On the occasion of International Girls Day, 22 children in Goregaon hamlets made awareness about gender inequality and female feticide. They performed a street play in a community gathering in front of more than 100 community members. The theme was indeed well brought out by them and audiences were very appreciative of the well-executed play and the talented performers. This process was not only helpful to reduce stage fear but also to boost their overall confidence. It helped them to learn leadership skills, coordination, and team work along with communication skills too. Eknath Kolekar, hamlet dweller and social worker of NGO Navnirmithi, "We have never thought of such initiatives as educational, and always considered such programs as recreational activities. The children did an excellent job."

In the end of academic year street play competition was organized with an objective to have exposure of different community issues, awareness topics and to enhance their performing skills in front of others. 118 children participated from different geographic locations with Sahyog project children. It also aimed at children's interaction through medium of street play about their problems and concerns related child rights and what they can contribute at smaller level to lessen the degree of issue they faced. Plan- DSS has children's group in varied locations of Mumbai from ward A, ward E, M east ward in slum communities and schools. All groups have unique characteristics from old to new, residence of village to city and inputs given through workshops or by coordinator, skills used which helped children to learn from each other. It included array of topics like awareness on right to education not only for children but also adult literacy, environment conservation, anti-superstition, awareness on health issues, anti-addiction, village sanitation and cleanliness drive at slums, female feticide and gender discrimination. Children's performances were judged on their content, voice clarity, use of props, and knowledge of the topic, preparation and group coordination. All children were awarded the certificates and top three street plays and performers were awarded trophies and medals. Interestingly newer groups came up with interesting techniques like use of audios on mobile phones to create effective background score. The children also used songs and tunes of famous new movies tracks to attract and engage audience. Apart from winning teams many groups performed excellently and just could not feature in top three due to some points. Overall it not only increased their sporting spirit and learning of issues presented but also encouraged them to continue their awareness campaigns in community using various techniques seen in the competition.

SCHOOL PARTNERSHIP PROGRAM:

2015-16 presented all the opportunities to expand in schools surrounding communities we have a strong presence and further strengthen school-community bond. Besides, it provided for using a tool, the RTE Act, granted by government to children and their parents in improving the state of schools, and in turn the quality of education in schools – a place where children would love to come, and at the same time parents would love to send their kids to, with a hope to learn and grow!!!

Doing all the needed to promote education and making it a mainstay in the lives of people belonging to the socio-economically marginalized sector of the society, is the simple objective of Door Step School. Making learning a joyful endeavor has been at the core of each project of Community as well as School Partnership Program. Starting in the year 1999, this was the 17th straight year in municipal schools and 29th in all, that Door Step School has been taking necessary steps relentlessly in meeting its' objective.

Strong community operations to build bonds with parents, to identify out of school children and to prepare new entrants to schools is central to the Door Step School functions. School Partnership Program supports community program with dual objectives. At the outset, it helps parents from community to enroll their kids to municipal schools in order to get them to mainstream education, and works with children to cope up with the schooling process. At school level, it works with children - irrespective of where they belong to – and provides them all the support needed to make school a better place for learning and reinstating the confidence required for continued schooling. In a nutshell - identifying needs in the community, commencing sensitizing activities, setting up a firm base in community, and providing a strong support to community members through a strong base in surrounding schools is a simple process adopted by Door Step School.

This year, School Partnership Program is spread in 28 MCGM schools. Apart from its' flagship projects - Reading Promotion, Remedial Class (also known as Study Class), Mental Health, Bal-Samuha, Nanhi Kali and School Enrolment – a set of small projects were introduced for a smooth roll out of new RTE project of the School Partnership Program. Subsequent sections of the report will delve into each project to provide a clear picture. Let us start with the base of the entire School Partnership Program – the School Enrollment...

School Enrollment:

Maximizing school enrollment, ensuring continued schooling through periodic follow ups, building a strong network with parents and children in supporting them in community as well as in schools helps in arresting drop-out ratio. Enrolling children in school and tracking them for continued schooling is one aspect of the Enrollment process, other being keeping track of the students enrolled into various projects of School Partnership Program. This year, total of 2125

students were interacted directly (for performance improvement) under School Partnership program – and the total drop-out number stands at just 126!!! Less than **6%** drop-out from the children enrolled various projects in schools provides a strong confirmation to the success of the initiatives undertaken by School Partnership Program in keeping students glued to schools and in turn building faith of children as well as parents in learning happening in schools. Below table provides details of total students enrolled in Reading Promotion and Remedial Classes – the two flagship projects.

Spread Of The School Partnership Program: List of schools along with the ward is provided below, along with schools newly added and discontinued this year.

SCHOOL PARTNERSHIP PROGRAM – SCHOOL COVERAGE in A-WARD					
Sr.	Ward	School Name	Medium	Since	Remarks
1	A	Colaba Municipal School No. 1	Marathi	1999	Continued
2	A	Colaba Municipal School No. 2	Marathi	1999	Continued
3	A	Colaba Municipal School No. 1	Hindi	1999	Continued
4	A	Colaba Municipal School No. 2	Hindi	1999	Continued
5	A	Colaba Municipal School	English	1999	Continued
6	A	Lord Harris Municipal School	Marathi	2010	Continued
7	A	Bora Bazar Municipal School	Hindi	2010	Continued
8	A	Manohardas Municipal School	Marathi	2010	Continued
9	A	Colaba Market	Hindi	2010	Discontinued

Door Step School has been operational in Colaba area for more than 25 years. It was felt that the focus should be shifted to newer areas needing attention, and it was strategically decided to reduce spread as well as number of programs in Colaba area. As part of this, operations in Colaba market were stopped this year, and number of programs in Colaba Municipal Marathi, Hindi and English schools were reduced.

SCHOOL PARTNERSHIP PROGRAM – SCHOOL COVERAGE in B, E and F (South) - WARDS					
Sr.	Ward	School Name	Medium	Since	Remarks
1	B	Janabai & Madhavrao Rokade Municipal School	Marathi	2005	Continued
2	B	Dongari Municipal School	Marathi	2012	Continued
3	B	Mandvi Municipal School	Hindi	2012	Continued
4	E	East Byculla Municipal School	Marathi	2010	Continued
5	E	East Byculla Municipal School	Hindi	2010	Continued
6	E	Rambhau Bhogale Marathi	Marathi	2014	Continued
7	F-South	Abhyuday Nagar Municipal School	Hindi	2012	Continued

M-East area saw major expansion, details of which are shown in the table below.

SCHOOL PARTNERSHIP PROGRAM – SCHOOL COVERAGE in M-WARD					
Sr.	Ward	School Name	Medium	Since	Remarks
1	M-East	Shivaji Nagar Municipal School No. 1	Marathi	2012	Continued
2	M-East	Shivaji Nagar Municipal School No. 1	Marathi	2012	Continued
3	M-East	Shivam (Deonar) Municipal School No. 1	Hindi	2012	Continued
4	M-East	Shivam (Deonar) Municipal School No. 2	Hindi	2012	Continued
5	M-East	Shivam (Deonar) Municipal School No. 3	English	2012	Continued
6	M-East	Shivam (Deonar) Municipal School	Marathi	2010	Continued
7	M-East	Deonar Municipal School	Hindi	2010	Continued
8	M-East	Deonar Municipal School	Hindi	2010	Continued
9	M-East	Lumbini Baug Municipal School	Marathi	2015	Newly Added * * ^{LAB}
10	M-East	Shahaji Nagar Municipal School	Hindi	2015	Newly Added
11	M-East	Shivaji Nagar Municipal School No. 2	Marathi	2015	Newly Added
12	M-East	Shivaji Nagar Municipal School No. 2	Hindi	2015	Newly Added
13	M-East	Mankhurd Municipal Schools	Marathi	2015	Newly Added * * ^{SB}
14	M-East	Shahaji Nagar Municipal School	Tamil	2015	Newly Added * * ^{LAB}
15	M-East	Agar-Wadi Municipal School No. 1	Marathi	2015	In Transit * * *
16	M-East	Agar-Wadi Municipal School No. 2	Marathi	2015	In Transit * * *

Note: * - these are the schools where projects to support RTE are deployed. Age Appropriate Classes, SMC Strengthening, Bal Panchayat programs are deployed. *^{LAB} indicates schools where laboratories were set up, along with other three RTE programs. *^{SB} indicates schools where Bus Service is deployed, along with other three RTE programs. ** are the schools moved in transit camps, as they are being redeveloped by Municipal Corporation – and hence no program could be deployed in these schools.



Below table provides the list of schools and the overall beneficiary strength being worked with. Details about each project are available in subsequent sections.

SCHOOL PARTNERSHIP PROGRAM – SCHOOL COVERAGE AND STRENGTH					
Ward	School Name	Since	2013-14	2014-15	2015-16
A	Colaba Municipal School No. 1-Marathi	1999	278	280	258
A	Colaba Municipal School No. 2-Marathi	1999	185	175	180
A	Colaba Municipal School No. 1-Hindi	1999	515	509	460
A	Colaba Municipal School No. 2-Hindi	1999	625	658	537
A	Colaba Municipal School-English	1999	1490	1478	1524
A	Janabai & Madhavrao Rokade Muni. School-Marathi	2005	420	367	341
A	Lord Harris Municipal School-Marathi	2010	211	204	184
A	Bora Bazar Municipal School-Hindi	2010	236	205	218
A	Manohardas Municipal School-Marathi	2010	70	63	43
A	Colaba Market-Hindi	2010	169	133	-
B	Dongari Municipal School-Marathi	2012	226	251	254
B	Mandvi Municipal School-Hindi	2012	150	127	144
E	East Byculla Municipal School-Marathi	2010	163	73	69
E	East Byculla Municipal School-Hindi	2010	563	360	407
E	Rambhau Bhogale Marathi –Marathi	2014		155	156
F-South	Abhyuday Nagar Municipal School-Hindi	2012	300	260	288
M-East	Shivaji Nagar Municipal School No. 1-Marathi	2010	539	508	504
M-East	Shivaji Nagar Municipal School No. 1-Hindi	2010	856	896	930
M-East	Shivam (Deonar) Municipal School No.1-Marathi	2012	367	311	
M-East	Shivam (Deonar) Municipal School No.2-Marathi	2012	358	340	316
M-East	Shivam (Deonar) Municipal School No. 3-Marathi	2012	411	397	361
M-East	Shivam (Deonar) Municipal School-Hindi	2012	576	1079	1159
M-East	Deonar Municipal School-Marathi	2012	148	130	
M-East	Deonar Municipal School-Hindi	2012	680	603	457
M-East	Shivaji Nagar Municipal School No. 2-Marathi	2015			329
M-East	Shivaji Nagar Municipal School No. 3-Hindi	2015			831
M-East	Shahaji Nagar Municipal School No. 1-Hindi	2015			1221
M-East	Lumbini Baug Municipal School No. 1-Marathi	2015			496
M-East	Abhyuday Nagar Municipal School-Marathi				34
Student Strength – Grand Total			9536	9562	10177
Including Colaba – English School – Total Student Strength moves to					11701
M-East	Shahaji Nagar Municipal School No. 1 – Tamil	2015	Only Science Laboratory Set up		
M-East	Mankhurd Municipal School No. 2 – Marathi	2015	Bus Service for Primary School		

Note: Colaba – English school has only one small program deployed (Nanhi Kali), comprising of representation from each division of each standard. As a result, it is not considered in the total student strength.

PROJECTS: As mentioned above, there are three important projects aimed at improving academic and personal competencies of students. Providing an encouraging environment for students to learn, and raise confidence levels of students is the primary objective of each project. Enhanced competencies drive children to continue schooling without any external aid, and in turn help in arresting drop-out ratio. Let us look at the project deployment across schools to set the grounds.

SCHOOL PARTNERSHIP PROGRAM – DEPLOYED PROGRAMS IN EACH SCHOOL					
Sr	Ward	School Name	RP	SC	FSF
1	A	Colaba Municipal School No. 1-Marathi			✓
2	A	Colaba Municipal School No. 2-Marathi			✓
3	A	Colaba Municipal School No. 1-Hindi	✓	✓	✓
4	A	Colaba Municipal School No. 2-Hindi			✓
5	A	Janabai & Madhavrao Rokade Municipal School-Marathi	✓	✓	
6	A	Lord Harris Municipal School-Marathi	✓		✓
7	A	Bora Bazar Municipal School-Hindi	✓		
8	A	Manohardas Municipal School-Marathi	✓		
9	B	Dongari Municipal School-Marathi	✓		
10	B	Mandvi Municipal School-Hindi	✓		
11	E	East Byculla Municipal School-Marathi	✓	✓	
12	E	East Byculla Municipal School-Hindi	✓	✓	
13	E	Rambhau Bhogale Marathi -Marathi		✓	
14	F-South	Abhyuday Nagar Municipal School-Hindi	✓		
15	M-East	Shivaji Nagar Municipal School No. 1-Marathi	✓	✓	✓
16	M-East	Shivaji Nagar Municipal School No. 1-Hindi	✓	✓	✓
17	M-East	Shivam (Deonar) Municipal School No. 2-Marathi	✓		
18	M-East	Shivam (Deonar) Municipal School No. 3-Marathi	✓		
19	M-East	Shivam (Deonar) Municipal School-Hindi	✓		
20	M-East	Deonar Municipal School-Hindi	✓		
21	M-East	Shivaji Nagar Municipal School No. 2-Marathi	✓	✓	
22	M-East	Shivaji Nagar Municipal School No. 3-Hindi	✓	✓	
23	M-East	Shahaji Nagar Municipal School No. 1-Hindi		✓	
24	M-East	Lumbini Baug Municipal School No. 1-Marathi		✓	
Legends					
RP	Reading Promotion		SC	Study Classes	FSF First Step Forward

Reading Promotion: Students are selected in the program with an objective to develop interest in reading or generically – language as a whole and not limited to academic proficiency. His or her performance is observed on various components like reading, speaking, listening, writing, sight reading, punctuation etc... Broadly, this project deals with encouraging child to express openly, and confidently. Students are observed in the class rooms through one-on-one interactions. This process makes the whole observation process lengthy and time consuming, on one side. On the other side, it gives each beneficiary enough time to prepare, and express confidently. Basis the experience gathered, 20% of the students can be done justice fully, and that's the quantum getting selected for performance improvement.

Study Class: RTE has given opportunities elder but out of school children to get enrolled into schools in standards appropriate to their age. This also means that schools need to work with elder children and prepare them to meet the expectations of given academic standard – which is difficult, owing to the large class strengths in the schools. To help students getting enrolled in age appropriate standards, as well as those who are in the right standards but slow in picking up nuances, Study Class program is deployed in the school. Here, emphasis is much more on the linguistic skills and numerical abilities with an intention to prepare students in academics to cope up with expectations for a given standard. In case of Study Class, process is slightly different. Here, students are selected basis their performance in the pre-test and subsequently through referrals from MCGM teachers. These students are either slow learners or those getting enrolled into school under RTE provisions. It has been observed that close to 10% of the school strength gets picked up for close interactions and monitoring.

First Step Forward: As mentioned above, limited students are selected for performance observations in case of study class as well as reading promotion projects. This used to result in a few students in actual classes with insufficient linguistic competencies. To overcome this limitation, it was decided to implement a project for all students of first standard with an objective to impart basic linguistic proficiency, and prepare them for higher standards – bringing First Step Forward to the fleet of projects of DSS this year. It was introduced in three schools as a pilot project. Details of the findings are available in subsequent sections.

Having gotten a clear view of the objectives of each project, report will now get deeper into finer details of aspects like strengths, attendance, number of classes of each type of program, performance, efforts etc... Let us start with the first component – Student Strength.

READING PROMOTION:

Confident expression of emerging thoughts and fluent reading are essential aspects to continued interest in the learning process – which are core to Reading Promotion project. Below are the strengths of students for performance observations in each school for Reading Promotion project –

SCHOOL PARTNERSHIP PROGRAM – READING PROMOTION STRENGTH BY SCHOOL					
Ward	School Name	School Strength	Selected	% age	Classes
A	Colaba Municipal School No. 1 -Hindi	460	107	23.26	8
A	Colaba Municipal School No. 2 -Hindi	537	149	27.75	9
A	Lord Harris Municipal School-Marathi	96	23	23.96	3
A	Bora Bazar Municipal School-Hindi	94	26	27.66	4
B	Janabai & Madhavrao Rokade Municipal School-Marathi	129	38	29.46	4
B	Dongari Municipal School-Marathi	254	75	29.53	8
B	Mandvi Municipal School-Hindi	144	43	29.86	4
E	East Byculla Municipal School-Hindi	407	115	28.26	8
E	East Byculla Municipal School-Marathi	69	23	33.33	4
F-South	Abhyuday Nagar Municipal School-Hindi	219	66	30.14	8
M-East	Shivam Municipal School No. 2-Marathi	316	92	29.11	8
M-East	Shivam Municipal School No. 3-Marathi	361	124	34.35	11
M-East	Shivam Municipal School-Hindi	577	154	26.69	9
M-East	Deonar Municipal School-Hindi	457	138	30.20	10
M-East	Shivaji Nagar Municipal School No. 1-Marathi	238	64	26.89	5
M-East	Shivaji Nagar Municipal School No. 1-Hindi	474	122	25.74	7
M-East	Shivaji Nagar Municipal School No. 2-Marathi	146	45	30.82	4
M-East	Shivaji Nagar Municipal School No. 3-Hindi	398	119	29.90	8
Grand Total		5376	1523	28.33	122

Reading Promotion project was deployed in 18 schools, as can be seen above. Usually, 20% beneficiaries are selected for performance improvement. However, it is a continuous endeavor at DSS to push bar as much as possible. With this at the back of the mind, slightly more than 28% students from the actual school strength was selected for performance observations and enhancement. Next important aspect is attendance in total of 122 classes.

ATTENDANCE: Attendance has multiple dimensions to analyze, namely – overall, by gender and finally by academic standards, primarily to understand the impact better.

SCHOOL PARTNERSHIP PROGRAM – READING PROMOTION ATTENDANCE DISTRIBUTION											
Attendance Category		Overall		Distribution by Gender				Distribution by Standard			
No.	Description	RP	%	Boys	%	Girls	%	Low	%	High	%
1	>=75%	283	18.58	131	16.93	152	20.29	123	22.08	160	16.56
2	>=50 and <75%	994	65.27	500	64.60	494	65.95	336	60.32	658	68.12
3	>=20 and <50%	217	14.25	124	16.02	93	12.42	88	15.80	129	13.35
4	>=1 and <20%	29	1.90	19	2.45	10	1.34	10	1.80	19	1.97
5	>=0 and <1%	0	0.00	0	0.00	0	0.00	0	0.00	0	0.00
		1523		774		749		557		966	
				51%		49%		37%		63%	

Overall,

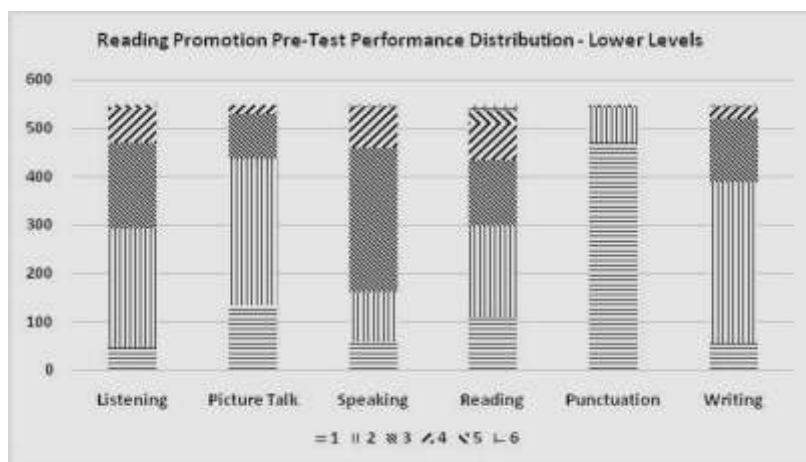
- Distribution of boys and girls is almost equal – 51% and 49%
- There are 37% students in lower standards (1st and 2nd), compared to 63% of students in higher standards (3rd and 4th)
- More than 80% beneficiaries appear to be attending more than 50% classes conducted
- Overall, number of beneficiaries attending more than 50% of the classes is 84%. Girls at 86% appear to be much more consistent than boys hovering around 81%
- At 60.32%, attendance of lower standard beneficiaries is the lowest in the attendance category of (>=50 and <75%). Whereas at 22.08, attendance of lower standard beneficiaries is the highest in the attendance category of (>=75 and <100%)
- Attendance Although, 10 out of 557 students in the lower level classes and 19 out of 966 students are falling in <20% attendance category – situation

DROP-OUTS: Drop-out are the students who were absent for two consecutive months and also absent during the last evaluation cycle. Table above provides the picture of attendance of students across the entire year. Overall attendance is quite satisfactory. Performance tables (provided below) provide the real scenario in the first and the last evaluation stages – and in turn the Dropouts.

Reading Promotion - Close to 61 students in lower level classes and 70 students in higher level classes were absent. Out of 131 students, 97 students were absent in last two months and did not appear for the last evaluation cycle and hence considered 'Drop-Outs'. 34 students although did not appear for the last test, were present almost till the last academic month.

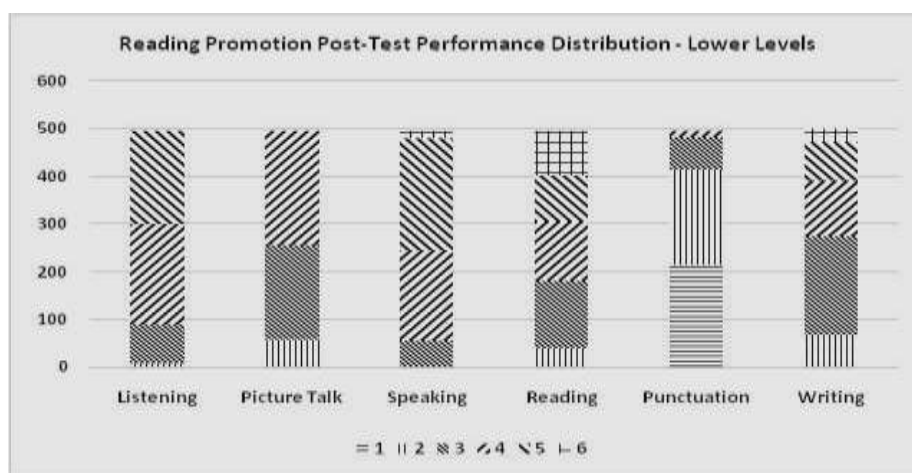
PERFORMANCE: Performance is presented in two different categories – lower level classes (standard 1 and 2), and higher level classes (standard 3 and above). Performance scales used for standard 1 and 2 are same and hence they are clubbed together. So is the case with scales of standard 3 and above.

Distribution of students by levels & components and analysis



Pre-test observations (at the beginning of the year) for lower level students -

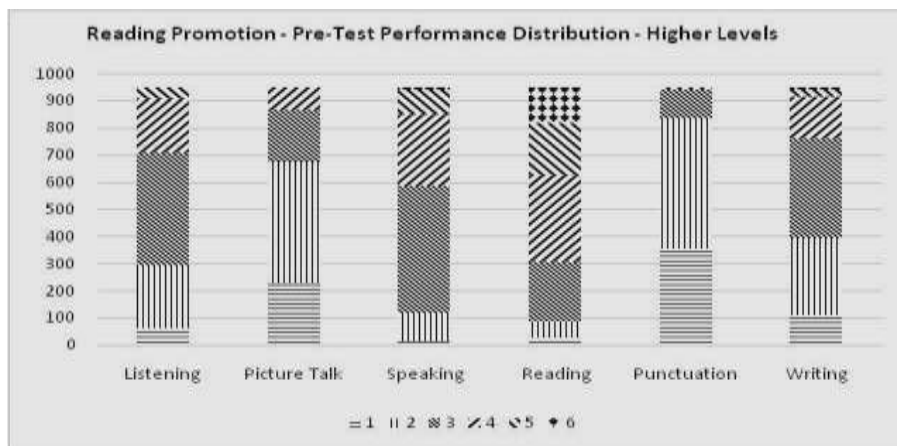
- Students are demonstrating reasonable competency levels in 'Expression' as well as 'Reading' components
- Approximately 80% of the students show competency levels 1 & 2 in rest components



Post-test observations (end of the academic year) for lower level students -

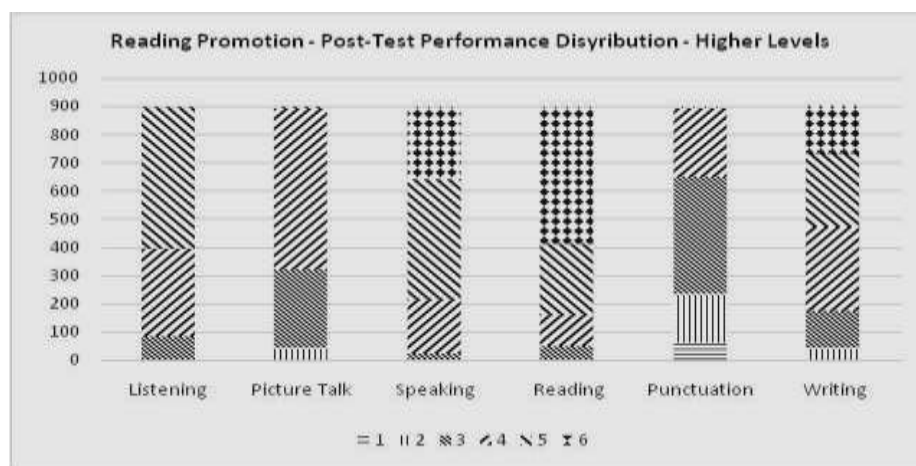
- Except 'Punctuation' component, there are no students in level in any other component
- Competency of students in 'Expression' as well as 'Reading' components has increased considerably – 60% of the students in level 4, 5 and 6
- Significant improvement in competency levels in 'Writing' component – from 80% in level 1 and 2 at the time of pre-test to close to 80% in level 3 and above at the year end.
- 'Punctuation' component requires attention

Distribution of students by levels & components and analysis



Pre-test observations (at the beginning of the year) for lower level students -

- Students are demonstrating reasonable competency levels in 'Speaking' component with almost no students in level 1
- Students appear to be expressing well and confident
- Students seem to be proficient in 'Listening', 'Sight Reading' and 'Writing' components. Although a few students seem to be having good competency in 'Punctuation' component, competency levels of other students need to be improved



Post-test observations (end of the academic year) for Higher level students –

- Punctuation Component –
 - Has students appearing in level 1 – however, number is significantly low compared to pre-test (356 down to 64)
 - Number of students moving to higher levels are significant - level 4 as the highest level
 - ‘Punctuation’ component requires attention
- Expression and Listening Components - All students moved to level 3 at the least
- Expression Component - Significant number of students moved to level 6 (483) and more than 90% students in level 4, 5 and 6 (846)
- Listening Component - 90% students in level 3 and above (892)
- Reading Component - Most of the students in level 4, 5 and 6 (873)

EFFORTS: Teacher is the most important catalyst in the whole process. Without looking into the role played by this change maker, program updates would only provide a lop-sided view of the entire program. In case of Reading Promotion, teacher gets to interact with a class twice a week. In this short span, she has to take all the pains in ensure effective delivery of the content for students to understand, think, assimilate and imbibe to make it a habit. These shows up glaringly when the new academic year begins and children keep asking curiously about the commencement of the reading program. Anyway, here is the broad level picture of how much teachers could contribute to the effective interaction with students.

Turns	Numbers	Total	%age	Remarks
Target		10819		Total number of turns available in an academic year
Conducted	7906	8123	75%	Number of turns conducted out of target turns
Extra	217			Extra turns conducted by teacher
Lost Turns Because of BMC School				
Not Given	520	2066	19%	School teacher wanted to finish the curriculum
Holidays	1143			Holiday to schools for various reasons
Visits	18			Visits by municipal educational authorities to school
Training	4			Trainings of school teachers
Doctor Visits	6			Visits by medical officer to school for check ups
Events	253			Events and programs in the school
Month Ends	122			Schools wok half days on Month-ends
Lost Turns Because of DSS				
Trainings	178	630	6%	Trainings conducted by DSS training cell
Holidays	199			Holidays at DSS
Teacher Absent	253			Teacher was absent – the only genuine reason

OTHER INITIATIVES:

Reading Promotion project has two smaller initiatives incorporated into it. Objectives of deploying them in some of the schools is to encourage students to get introduced to subjects and topics outside school syllabus, to stimulate their interest and motivate them to think and act for corrective action of their choice, to provide an opportunity for their siblings as well as parents to take interest in books and read, and lastly, to make parents aware of the activities carried out in the school. These are not implemented in all the schools primarily because of availability of space, and willingness of school authorities in supporting projects.

Reading Room:

This initiative makes various choices available to students to choose from on a given topic or theme, at the beginning of the session. With session advancing, students moved to other choices to get introduced to theme in a different manner. Available books or the literature in the DSS library; as well as events or current incidences in society form the prime basis to select theme for the Reading Room session. For example – scarcity of water was social issue in this academic year; cricket world cup was also organized this year.

Atmosphere in the Reading Room is such that each student gets to express freely. This makes it interesting for students to students, as compared to conventional library sessions. Students are encouraged to ask queries, share and discuss thoughts on the theme openly with fellow students or DSS teacher – making the environment participative.

Currently, Reading Room is deployed for standard 4 and above in three schools. Shivam and Abhyudaya Nagar municipal schools welcomed this initiative a lot, and got it extended to lower standards, too. Reading Material, Relations, Seasons Diet, Environment, Professions, Festivals were some of the themes implemented in Reading Room in Abhyudaya Nagar, Shivam, Municipal Schools and Deonar schools. Implementation details are mentioned in the table below –

READING ROOM SCOPE AND SPREAD			Turns		Average Attendance	
School Name	Standard	Classes	Target	Taken	Strength	Actual
Abhyudaya Nagar – Hindi	1	2	30	27	12	11
	2	2	30	26	19	17
	3	2	30	25	20	19
	4	2	30	26	19	18
	5	2	24	18	35	25
Shivam School No. 2 – Marathi	1 st – 4 th	8	112	97	40	21
Shivam School No. 3 – Marathi	1 st – 4 th	10	173	139	33	29
Shivam School – Hindi	1 st – 4 th	9	98	68	65	36
	5 th – 7 th	9	95	68	65	25
Grand Total		46	622	494	34	22

Home Lending:

Reading Room satisfies one of the needs identified in order to take students beyond academics – and that is attempting to enhance their thinking abilities. Trying to inculcate reading habits, taking reading material to siblings & other family members, and creating awareness about activities in the school is fulfilled by this initiative named Home Lending. Students do not get enough time to read in the school. In order to get him/her the full satisfaction of reading a book, students are allowed to carry book home for a period of seven days. In doing so, his/her

siblings also get the much needed opportunity to open the book, and peep into it. Students are encouraged to read stories to younger siblings as well as his/her parents. Basis the feedback received - seeing and listening to child reading a story without any interruption is quite satisfying to parents. It also gives them an opportunity to read – which indirectly serves the purpose of creating awareness about the education. Starting October 2014, this initiative is spreading slowly but firmly. Table below summarizes books issued per turn in the schools supporting this activity.

HOME LENDING SCOPE AND SPREAD			Turns		Average Attendance	
School Name	Standard	Classes	Target	Taken	Strength	Actual
Abhyuday Nagar – Hindi	4	2	36	27	30	16
	5	2	27	18	39	23
Abhyuday Nagar – Marathi	4	1	18	11	15	7
	6	1	18	14	19	11
Dongari – Marathi	4	2	36	17	34	19
Mandavi -Hindi	4	1	18	9	54	21
Shivam School No. 2 – Marathi	4	2	52	33	21	25
Shivam School No. 3 – Marathi	4	3	56	30	37	25
Shivam School – Hindi	4	3	48	25	37	28
	6	3	36	28	63	31
Grand Total		17	291	186	33	21

Stories of Change: 8 years old Roshni is studying in 2nd grade in one of the Municipal Schools Door Step School works with. DSS teacher started interacting with Roshani from October onwards. Basis observation at that time, she used to keep herself occupied – somehow. Most of the found, she was found gloomy. She never used to mingle with her classmates, and preferred to be isolated. Initially, she was too reluctant to answer any of the questions related to her residence, family members etc... She took a long time to reveal that, “She is staying with her parents and siblings in Bainganwadi. Her father is daily wager, working as a hand-cart pusher, and her mother works as house-help. She needs to walk all along to school. On top of it, she needs to house-hold work to support her mother. She likes to study, but she gets really tired by the time she reaches school. Kind of job her father is doing and the meager sum that he makes on a daily basis makes her feel sad”. Her class-teacher also was not happy with her sitting all alone and not responding to any questions asked.

As mentioned by her – the major issue was the fact that she used to get exhausted doing house-hold jobs and a long walk to school. She was willing to study was a positive aspect. A couple of days after making her expresses her concerns, to understand them fully – DSS teacher spoke to her mother. DSS teacher made her understand that the child is good in studies and has the capacity to progress. Try to reduce burden on child, and send her to school along with other children in the community. This would make her interact with other children and also make the

walk joyful. On the other side, DSS teacher started introducing her to basic forms of letters and numbers using colors, clay and sand. Teacher also used to give her the homework to practice all that was introduced on a given day. She was a quick learner, and also smart enough to show the homework with an intention to get it checked for mistakes. DSS teacher used to correct and explain ways to avoid mistakes. She has made significant progress in last 6 months.

Now, Roshani is not found in gloomy state. She mixes with other students, very well. She has very good hand-writing. She is able to read and write all the letters including some of the combined words. In mathematics, apart from managing numbers till 25, she is able to addition, subtraction and put numbers in ascending as well as in descending order.

Her class teacher is quite impressed with the change in Roshani. She also mentioned that Roshani comes to school every day, mixes well with other children. More importantly – she has solved her annual papers very well.

STUDY CLASS:

Creating a support system for children to acquire basic linguistic as well as numerical competency and feeling confident to take on the rest comfortably is the goal of the project. Picking up basics, presenting it confidently and being able to cope up with rest of the class helps in creating longer association of students with school and arrests possible drop-outs... Below are the strengths of students for performance observations in each school for Study Class or Remedial Class project –

SCHOOL PARTNERSHIP PROGRAM – READING PROMOTION STRENGTH BY SCHOOL					
Ward	School Name	School	Selected	% age	Classes
A	Colaba Municipal School No. 1 -Hindi	460	80	17.39	4
B	Janabai & Madhavrao Rokade Municipal School-Marathi	129	45	34.88	4
E	East Byculla Municipal School-Hindi	407	46	11.30	4
E	East Byculla Municipal School-Marathi	69	17	24.64	1
E	Rambhau Bhogale Marathi –Marathi	98	14	14.29	1
M-East	Shivaji Nagar Municipal School No. 1-Marathi	238	31	13.03	2
M-East	Shivaji Nagar Municipal School No. 1-Hindi	474	91	19.20	6
M-East	Shivaji Nagar Municipal School No. 2-Marathi	146	44	30.14	3
M-East	Shivaji Nagar Municipal School No. 3-Hindi	398	103	25.88	8
M-East	Shahaji Nagar Municipal School No. 1-Hindi	565	61	10.80	4
M-East	Lumbini Baug Municipal School No. 1-Marathi	257	77	29.96	8
Grand Total		3241	609	18.79	45

Target selection for study class is 10% of the total strength. As mentioned earlier, target percentage is arrived on the basis of our experience working with municipal schools so far. This year, apart from the selection by DSS teachers, students were referred by MCGM teachers, too resulting into higher strengths in the study classes.

ATTENDANCE: Attendance would be presented on the same lines of Reading Promotion project, i.e. it would be analyzed on the basis of gender, academic standards etc... for clearer understanding on the impact.

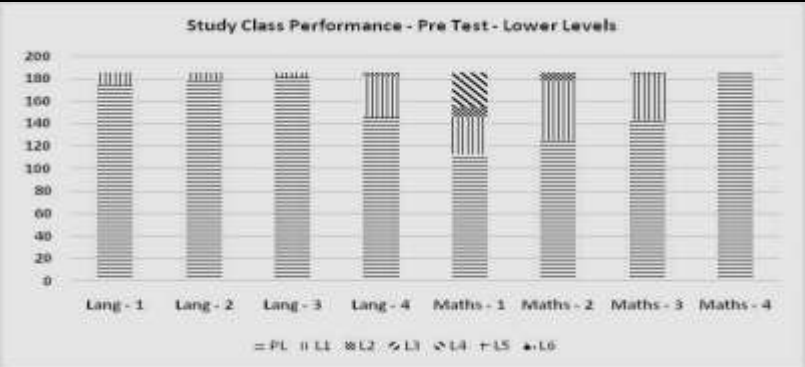
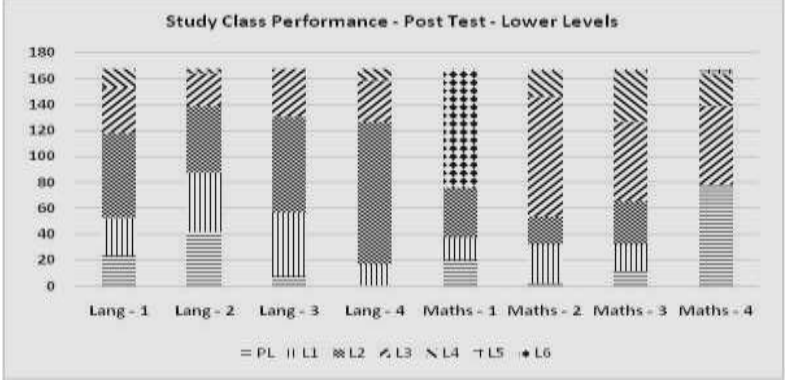
SCHOOL PARTNERSHIP PROGRAM – STUDY CLASS ATTENDANCE DISTRIBUTION											
Attendance Category		Overall		Distribution by Gender				Distribution by Standard			
No.	Description	SC	%	Boys	%	Girls	%	Low	%	High	%
1	>=75%	30	4.93	17	5.35	13	4.47	1	0.52	29	6.95
2	>=50 and <75%	315	51.72	159	50.00	156	53.61	114	59.38	201	48.20
3	>=20 and <50%	234	38.42	123	38.68	111	38.14	61	31.77	173	41.49
4	>=1 and <20%	29	4.76	18	5.66	11	3.78	15	7.81	14	3.36
5	>=0 and <1%	1	0.16	1	0.31	0	0.00	1	0.52	0	0.00
		609		318		291		192		417	
				52%		48%		32%		68%	

Overall,

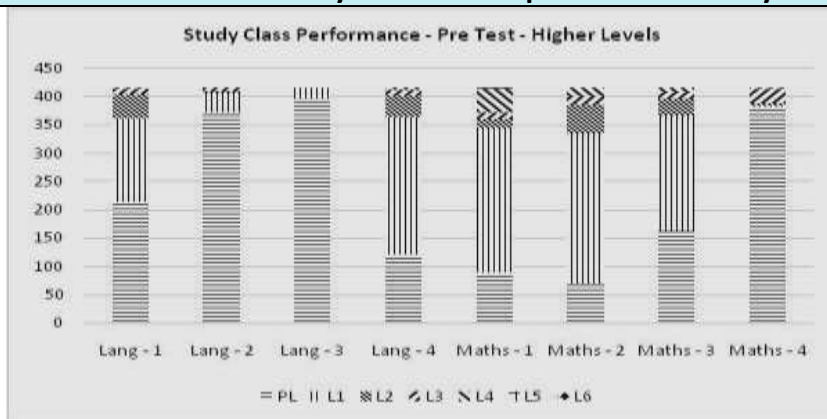
- Distribution of boys and girls is almost equal – 52% and 48%
- There are 32% students in lower standards (1st and 2nd), compared to 68% of students in higher standards (3rd and above). Note that 68% of the students in higher classes were not up to the mark, which in itself a herculean task for teacher to negotiate.
- Around 55% beneficiaries appear to be attending more than 50% classes conducted. It must be noted that lower proficiency levels is the basis to select or refer students to this project. Lower levels in proficiency, in higher classes, are reflection of poor attendance in earlier academic years. Motivating students to attend classes, and maintain continuity is the biggest challenge. Minimum 50% classes per year by at 50% students is the target set for each teacher in attempts to impart basic proficiencies.
- Despite all odds, girls seem to be much more consistent in attending classes (58% attending for more than 50% classes) compared to boys (55%). Overall attendance is close to 58%. However, number of boys (17) attending more than 75% of classes is slightly more than girls (13)
- Students in the higher standards appear to be consistent with – on the basis of number of students in the highest category. However, strength of students attending more than 50% classes in lower standards (60%) is much larger than the strength in higher standards (55%).
- Overall, less than 5% students are too irregular to schools. Predominantly, lower standard students appear to be too irregular to school contributing to ‘Too Irregular’ categories.
 - These students are coming from a socially and economically marginalized sector of the society. This sector has very low awareness about education.
 - Most of the parents are daily wagers, making it difficult for them to drop kids to school in time, and pick them up too. This is one of the main reasons why we see high irregularities in lower standards.
 - Movement of families in the community is driven by availability of jobs. In case if jobs become limited or scarce, family is left with no other option but to move around in search of appropriate jobs – leading to absence of student in the school.

STUDY CLASS DROP-OUTS: Students who were absent for two consecutive months and also absent during the last evaluation cycle are considered Drop-Outs. Table above provides the picture of attendance of students across the entire year. Overall attendance is quite satisfactory. 21 students in lower classes and 42 students from higher classes were absent during last evaluation cycle. Out of 63 students who were absent for the last test, 29 students were not present for the last two months. 34 students, although did not participate in the year end evaluation cycle, were present almost till last academic month. Effectively 29 students dropped-out in this year.

PERFORMANCE: Performance is presented in two different categories – lower level classes (standard 1 and 2), and higher level classes (standard 3 and above) – details are available in the table below.

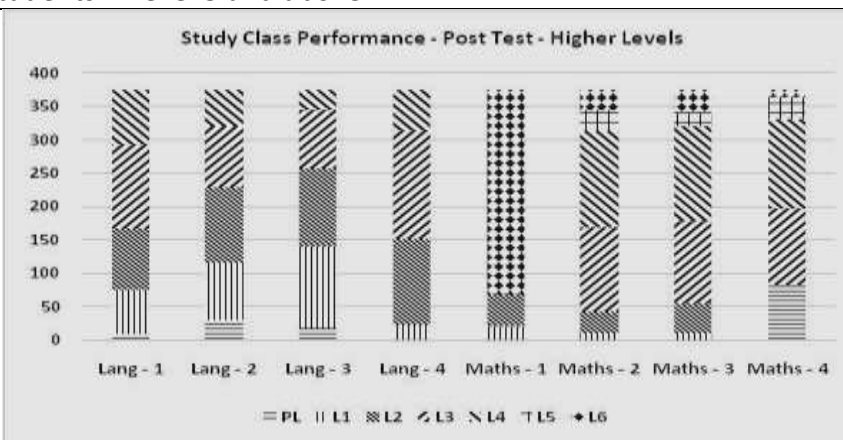
Distribution of students by levels & components	Analysis
	
<p>Pre-Test Observations for Lower Level Students (at the beginning of the year) for -</p> <ul style="list-style-type: none"> Students appear to be having some introduction to numbers, i.e. Maths – 1 component In all other components, most of the students are either in the preparatory level (PL) or at Level 1 – if averaged across all components, 98% students are first two levels 	
	
<p>Post-Test Observations for Lower Level students (at the end of the year) -</p> <ul style="list-style-type: none"> Not all the students have transitioned from preparatory level to next levels – 6 out of 8 components have students in preparatory level Most of the students appear to have moved from preparatory levels to higher levels –Level 3 appears to be a common peak level Almost every component has at least 65% students at Level – 2 and above, leaving 35% students in first two levels – a considerable change 	

Distribution of students by levels & components and Analysis



Pre-Test Observations for Higher Level Students (at the beginning of the year) for -

- Most of the students are either at preparatory level (predominant) or at level 2 – approximately 90% averaged across all components
- Less than 10% students show competency to be part of higher levels
 - Mathematical competency appears to be more than the linguistic competency, with at least a few students in level 3 and above



Post-Test Observations for Higher Level students (at the end of the year) -

- There is a considerable change in the competencies with less than 5% students at either Preparatory or Level 1
- As was the case in Pre-Test, students have made significant progress in mathematics –every component has at least a few students at Level 6.
- Except Multiplication component i.e. Maths 4, all components do not have even a single student at Preparatory Level
- Progress in Linguistics is relatively slow, with a few students in Preparatory level in 3 out of 4 components
- Overall, most of the students have transitioned by two levels in language as well as mathematics components

EFFORTS: Reading promotion has a pair of teachers attending the class. As against this, in case of study class, there is only one teacher handling the entire class. Teacher absent on any given day results into loss of a turn in this case – which is evident in the table below.

Turns	Numbers	Total	%age	Remarks
Target		6582		Total number of turns available in an academic year
Conducted	4599	4559	69%	Number of turns conducted out of target turns
Extra	0			Extra turns conducted by teacher
Lost Turns Because of BMC School				
Not Given	266	1463	22%	School teacher wanted to finish the curriculum
Holidays	887			Holiday to schools for various reasons
Visits	11			Visits by municipal educational authorities to school
Training	2			Trainings of school teachers
Doctor Visits	8			Visits by medical officer to school for check ups
Events	164			Events and programs in the school
Month Ends	125			Schools wok half days on Month-ends
Lost Turns Because of DSS				
Trainings	71	560	9%	Trainings conducted by DSS training cell
Holidays	51			Holidays at DSS
Teacher Absent	438			Teacher was absent – the only genuine reason

Pooja – I ask every point I don't understand, and then I go through again for better understanding

Kajol – I try to put everything using rhyming words and then I try to remember answers.

Stories of Change: 8 years old, Nandani lives in the Jai Ambe Community, with her parents and 3 siblings. Her mother is a house wife and her father is excavation contractor related to road works. Her father makes enough to make a comfortable living.

She was not a regular student to school. She used to come to school, without taking bath, and in very shabby clothes. In the class, she never used to pay attention, and used to disturb class by constant muttering. She was not interested in writing, at all. She knew very few letters and numbers, when she was enrolled to the study class.

It was difficult to get connected for teacher to connect to her, in the initial phase. Small session on cleanliness played the trick to strike the conversation. When she expressed her willingness to know more on the cleanliness, she was told the positive aspects of cleanliness, particularly – everyday cleaning, cleaning of hair, nails, teeth, and clothes. The teacher used to praise her every time Nandani would come to school clean and in clean clothes. This small praise, made Nandani repeat her actions frequently. It was found that she was deprived of the attention in the family.

She was encouraged to read letters aloud in front of the class to make her feel worthy, and also to boost her confidence. She was motivated to express her freely on Sight reading, story-telling and story-writing. She was also explained the concept of ascending-descending using games, pictures etc.

In absence of her class teacher, she used to prefer to refrain from coming to school. Now, she likes to come to school, irrespective of the presence of her class teacher. She tries to solve questions related to basic calculations. She likes to take books home and tries to read books with the help of her elder sister. Her sister is quite happy with the progress of Nandani, and shared that Nandani is taking interest in reading and writing. We plan to introduce her to Addition, Subtraction and Multiplication in mathematics; and advanced letters next year.

FIRST STEP FORWARD:

As mentioned above, First Step Forward was a new entrant to the set of projects for first standard students of Municipal Schools. Table below provides details of the schools where this project was deployed.

SCHOOL PARTNERSHIP PROGRAM – READING PROMOTION STRENGTH BY SCHOOL		
Ward	School Name	Strength
A	Colaba Municipal School No. 1 & 2 – Hindi	168
A	Colaba Municipal School No. 1 & 2 – Marathi	126
A	Lord Harris Municipal School-Marathi	19
M-East	Shivaji Nagar Municipal School No. 1 – Hindi	75
M-East	Shivaji Nagar Municipal School No. 1 – Marathi	43
	Grand Total	431

ATTENDANCE: Table below provides details of students who were present till the end of the academic year, students who dropped out and special cases.

SCHOOL PARTNERSHIP PROGRAM – FIRST STEP FORWARD ATTENDANCE & DROP OUT DISTRIBUTION				
	ATTENDANCE		DROP OUT	
Attendance Category	Overall		Drop Out Reason	Strength
>=75%	6	2%	Leaving Certificate	11
>=50 and < 75%	135	38%	Health Issues	1
>=20 and < 50%	185	52%	Family Issues	1
>=0 and <20%	30	8%	Counseling	2
Total	356	100%	Community Shifted	5
Note: Total strength also includes 4 special students – Vision & Hearing, and Speech Issues			Unknown	43
			Shifted to Home Town	8

DROP-OUTS: Students who were absent for two consecutive months and also absent during the last evaluation cycle are considered Drop-Outs. Table above provides the picture of attendance of students across the entire year. Unlike all other projects, First Step Forward project takes all the students of first standard into consideration. This contributes to high drop-out ratio (17%), compared to other projects. This project also had 4 special cases, and they were regular to school. We don't have teachers catering to special children and hence they could not be assessed, and hence are not considered for attendance, too.

PERFORMANCE: Table below provides details of the performance of students who were present till the end of the academic year.

SCHOOL PARTNERSHIP PROGRAM – FIRST STEP FORWARD PERFORMANCE DISTRIBUTION												
SCHOOL/MEDIUM	L-0	L-1	L-2	L-3	L-4	L-5	L-6	L-7	L-8	L-9	L-10	Total
Lord Harris/Marathi		1	0	1	1	0	1	0	1	1	5	11
Colaba/ Marathi		2	8	3	6	8	0	1	5	15	66	114
Shivaji Nagar/Marathi		1	2	4	5	6	2	2	2	4		28
Sub Total - MARATHI		4	10	8	12	14	3	3	8	20	71	153
Shivaji Nagar/Hindi	15	0	9	6	5	1	1	9	26			72
Colaba/Hindi		12	8	15	10	16	10	60				131
Sub Total - HINDI	15	12	17	21	15	17	11	69	26			203
GRAND TOTAL	15	16	27	29	27	31	14	72	34	20	71	356

Please note –

- Target for Hindi medium students was to reach L-9 by end of academic year. In case of Marathi medium students, it was L-7. 91 (59%) out of 153 in Hindi medium and 95 (47%) out of 203 students in Marathi medium students successfully reach the target set – together it comes out to be 186 (52%) out of 356.
- 31 students were too irregular to the school, leading to almost no movement in their competencies.

MENTAL HEALTH:

Poor socio-economic situation in the community plays a major role in not fulfilling student needs. Mental Health program is run in municipal schools in Colaba, Byculla Shivaji nagar school number 1, 2 and 3. Objective is to identify children needing special attention, make parents aware of the effects of the issue and prepare them for the needed remedial procedure. Apart from providing counseling support to these students, it is important to interact with external agencies to confirm the issue as well as take remedial action, and finally - follow up with all the stakeholders till the closure. Currently, mental health project is supporting students from 1st to 7th standard of above mentioned schools. This apart, other schools are surrounding community is also extended these services, whenever there is a need.

Status of cases is given below tables for better clarity.

SCHOOL NAME	Students Observed	NEW CASES					
		Identified	Referred	Total	Intake	Closed	Open
COLABA SCHOOLS	260	22	31	53	53	31	22
SHIVAJI NAGAR – 1	95	3	52	55	50	24	31
SHIVAJI NAGAR– 2 & 3	42	2	36	44	43	20	9
BYCULLA (E) SCHOOLS	43	8	23	25	20	16	24
NEW CASE TOTAL	440	35	142	177	166	91	86

OLD CASES						
		Identified & Referred	Total	Intake	Closed	Open
COLABA SCHOOLS		34	34	34	34	0
SHIVAJI NAGAR – 1		75	75	75	64	11
BYCULLA (E) SCHOOLS		9	9	9	8	1
OLD CASE TOTAL		118	118	118	106	12
GRAND TOTAL			295	284	197	98

SESSIONS CONDUCTED BY MONTH											
SESSION TYPE	2015							2016			Total
	Jun	Jul	Aug	Sep	Oct	Nov	Dec	Jan	Feb	Mar	
Referred	27	10	11	32	40	0	21	5	11	17	174
Intake	31	29	16	27	37	8	16	11	8	13	196
On Going	12	90	62	70	64	8	100	32	136	92	666
Closed	0	7	24	53	5	0	24	3	18	31	165
GRAND TOTAL	70	136	113	182	146	16	161	51	173	153	1201

Segregation of beneficiaries by the type of issue is mentioned in the table below.

BREAK UP OF CASES BY TYPE					
	BEHAVIORAL	ACADEMIC	EMOTIONAL	SPECIAL CASES	TOTAL
COLABA SCHOOLS	38	42	2	5	87
SHIVAJI NAGAR – 1	56	33	22	14	125
SHIVAJI NAGAR 2 & 3	33	5	2	3	43
BYCULLA (E) SCHOOLS	17	10	1	1	29
TOTAL CASES	144	90	27	23	284
CLOSED CASES	101	52	26	18	197
OPEN CASES	43	38	1	5	87

Special cases are further broken down by actual type of issue to provide the intensity of the problem in the community.

SPECIAL CASE DISTRIBUTION					
SCHOOL NAME	SPECIAL CASE TYPE	SPECIAL CASE STATUS			
		IDENTIFIED	CONFIRMED	CLOSED	OPEN
COLABA SCHOOLS	IQ	2	2	2	0
SHIVAJI NAGAR – 1		4	2	2	2
SHIVAJI NAGAR – 2 & 3		3	3	3	0
BYCULLA (E) SCHOOLS		1	1	1	0
COLABA SCHOOLS	SPEECH ISSUES	3	3	3	0
SHIVAJI NAGAR – 1		2	2	0	2
SHIVAJI NAGAR – 1	HEARING	1	1	1	0
	MPS	1	1	1	0
	PHYSICAL	4	4	3	1
SHIVAJI NAGAR – 1	VISUAL ISSUES	2	2	2	0
TOTAL		23	21	18	5

As can be figured out from the tables above –

- Total of 440 students were observed in the schools
- 35 cases were identified through class observations as needing screening, and rest of the cases were referred by school teachers for necessary intervention
- Intake for 11 cases reported could not be done as they were reported late in the academic year and students were not present for the reasons of exams
- 197 (67%) out of 295 cases were closed

Other notable points of the program are –

- 8% of the cases need attention for IQ, Visual or Speech impaired, Genetic Disorders and other physical challenges. Such cases are referred to external agencies for further treatment. Parents are sensitized and encouraged for further treatment. Strong resistance for remedial action and/or further treatment, are commonly observed issues. Poor financial status is the primary reason for the same. At this point, we don't have any donors who would help these students necessary aid.
- Total of 21 workshops were conducted for students, parents and teachers, as well. Various aspects of health & hygiene, child development phases, self reflection, behavior, Study Skills, 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 and parents on the Role of Counselor.

TRAINING CELL ANNUAL REPORT 2015-16

Training team plays a critical role in design, implementation, monitoring and evaluation process of all DSS programs. Trainers are involved at all the levels of program. Their role is much bigger than mere training but designing & creating reference materials, handholding teachers on the field for better implementation of the skills and improving the quality of inputs to help DSS achieve the goal of imparting quality education. In this year, a team of 5 trainers offered trainings to:

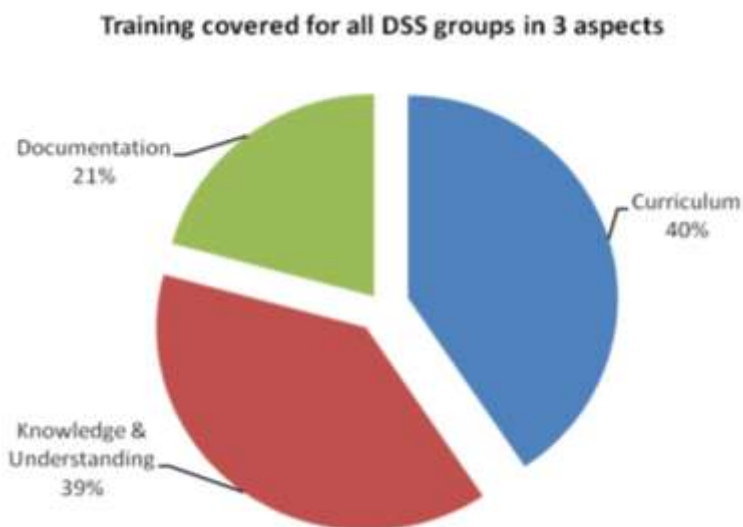
Teams of	No. of Members	Training Days
Balwadi Teachers & their Assistants	31	29
Teacher of community based NFE and Study Classes (Wards A, B, E, M east, R south, F south & School On Wheels)	25	24
Study Class Teachers (School Partnership Project)	12	17
Reading Promoters	31	26
First Step Forward	5	6
Community learning center group	11	29
Coordinators	29	9
Total	144	140

The schedule of the training follows a specific pattern. Each group has trainings on two Saturdays of the month. There are specially planned series of trainings in the vacations and beginning of the session called as Capsule trainings to support the staff with new ideas and reinforce some previously learnt topics for better implementation in the class. Thus each group gets approximately 28 to 30 days of training input per year.

The trainings are planned keeping in mind the needs of each group. The process of Need Analysis is done with each group and their supervisory staff to understand their needs for the training. The needs given by the teachers and supervisory staff along with the observations of trainers become the base while planning annual training calendar for each group. The topics are further classified under three main aspects

- 1) Curriculum & classroom related topics
- 2) Documentation & records related topics
- 3) Creating a better understanding of the child and child development, of education, and other professional development

In this year following are the percentage of the topics covered in these 3 aspects for all the groups



The training sessions are interactive and discussions about the topics and experience sharing are encouraged. This helps the teachers to learn from each other.

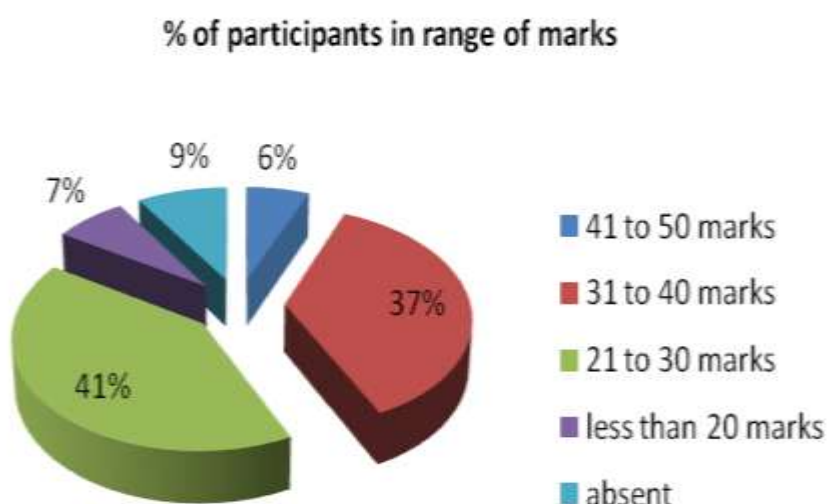
This year in Study Class & NFE group we had equal number of teachers who have been with the organization for more than 5 to 6 years whereas there were teachers who have recently join us. Thus out of 2 trainings in a month we had planned peer mentoring session for one of the training where experienced teachers helped the new teachers to understand some processes and techniques that are used in DSS classes. The group has also developed study material like worksheets, question banks, word problems, and alphabet stories for their classes under the trainers' guidance. This helped the group learn from each other. They also utilized the 2 hours from this day for their detailed monthly planning

Considerable time is spent by the trainers on the field, handholding the teachers in an actual set up. Intensive handholding is done for the new joiners or teachers who require special support. There is a combination of observing the class, actual demo with the children and feedback sessions with these teachers. This helps the teachers to implement the processes and ideas required for imparting quality education to the children.

The trainers also conduct workshops for different children from communities and school. The total beneficiaries covered in this academic year are 1177 children. Variety of workshops were conducted like how to solve two digit sum, ascending and descending order, puppet making, essay writing, grammar concepts etc. This is a very good opportunity for the teachers to understand variety and new strategies that can be used in teaching, new experiences for the children and also help the trainers to understand the field level realities.

In the mid year, Impact assessment was conducted for all the groups. The main objective of this process was to understand the impact of the trainings conducted since June 2015, its implementation on the field, and areas of improvement for Training Cell.

The question papers were designed for each group according to the topics covered since June to December 2015. The questions were based on understanding of the topics covered and its implementation at the grass root level. Each question paper was of 50 marks with equal balance of objectives and subjective questions. Each group was provided 2 hours to answer the paper. Total 103 participants from different projects participated in this exercise. 10 participants were not present for this exercise due to personal reasons



Learning of the impact assessment activity:

- Most of the participants in the range of less than 20 marks are the new joiners thus more handholding and time to understand the processes of the organization is required
- After each training a module/flier/ note has to be given by training cell for reference as a practice
- This exercise helped us to know that knowledge base of the participants is good but difficulty is seen during the implementation due to the conditions in which we work
- In this year DSS conducted Training of ICDS Anganwadi teachers to strengthen the Pre-school non formal education component in existing services for its effective implementation and reach out.

Two training programmes were planned for the Anganwadi workers from Borivali & Goregaon areas in Mumbai. The each training was for three days.

The total number of beneficiaries from both the trainings is 68. The average attendance for the trainings was 99%. Eight topics covered for the training were

The teachers were very happy and open to learn about new classroom processes that they were learning during the training. The focus of this training was that all the topics covered were very uncomplicated and easy to implement in their small class spaces. The activities and classroom processes were designed to suit the conditions and needs of the trainee group. The material required for the activities were either no or low cost and easily available in their surroundings. Teachers were given time to make teaching aids that could be directly used in their classrooms. Thus easy to use material and activities were the highlight of these trainings.

Training feedback from ICDS teacher

“The information about mukta khel (freeplay) and the material used in the activity is easily available. This material can be used for the holistic development of the children. Our queries were patiently answered by the trainer and we are happy to learn new things”. Kalpana Rajendra Patil, Anganwadi no. 138 (Borivali National Park)

The response was very encouraging for all of us as DSS team and trainee group as well as DSS team is looking forward for more interactions with each other to strengthen preschool component in ICDS programme in the coming years.

Thus the year was eventful and learning from all the opportunities that came our way was used to the fullest.

ADVOCACY:

Engagement with Stakeholders: Classroom spaces are provided by stakeholders in the project area which highlights their participation in the project. Locals have helped in cleaning open space, mobilising lesser known resources, volunteering in different programmes and making utilities like water and electricity available free of cost. The strong rapport with school authorities is established by enrolling children in age appropriate classes, providing children school bus service and sponsorship.

Apart from First Step Forward, school partnership introduced one more project, on a pilot basis – with an aim to take rights assigned to children and their parents under RTE Act (2009). This initiative has been deployed in Shahaji Nagar School and Limboni Baug Schools in M-East ward of Mumbai.

Government granted each child a right, by passing Right of Children to Free and Compulsory Education Act (2009), to get a quality elementary education. It also mandated each state to provide for necessary infrastructure to facilitate the move. RTE focuses primarily on the quality of teaching and learning in schools. It also guarantees a number of provisions and facilities to ensure the basic right of the children. It is important to create awareness among children and

their parents of the educational rights granted and the way they need to be used to elevate the education levels in municipal schools.

DSS has been enrolling students in the municipal schools right from 1991 and is actively involved in creating a positive impact in teaching and learning facilities in schools since then. Despite putting all efforts and ensuring delivery in each school undertaken, DSS lacked the much needed support from school authorities as well as parents in pushing the quality aspect through. RTE has strengthened the beliefs of DSS. There are two sub-projects under this project, namely, Strengthening School Management Committee – to increased participation of parents in the schooling process and Bal-Panchayat – to enable students to take school level issues to school management and higher authorities through SMC. Currently, there are four Bal-Panchayat groups are operational in these schools. Rallies, Street plays and parent meetings were conducted in the Maharashtra Nagar community in an attempt to sensitize community about the act. Sessions on Gender Discrimination were conducted to motivate parents to enroll girl child to school and for continued schooling of girl child.

Stories of Change: ICDS Strengthening

Integrated Child Development Scheme (ICDS) is one of the most essential and much required initiatives by the government. However, there is a gap in its proper implementation in several regions of the country. As the scheme is translated at grassroots level, the existing biodiversity and geographical complexities of the tribal hamlets make it more difficult. During one of the initial interactions with an ICDS worker, she said that they only provide the snacks to the children and no further activities were done. They did not have any teaching material either. Looking at this existing gap, Door Step School decided to use its expertise of running Balwadis for two decades for strengthening the educational component of ICDS run Aanganwadis. It took almost 3 months to liaison with ICDS authorities. After an orientation meeting with supervisor and Child Development Project Officer, it helped the authorities to understand the work of Door Step School under Project Sahyog. Several meetings were conducted with them over time to understand the facilities provided under this scheme, the current status of these centers, requirements and input needed, training needs of ICDS workers, and to coordinate for the training. There is no doubt that working with ICDS minimises duplication of work. It also helped in strengthening the ICDS workers and their supervisor for the pre-primary education component.

Under this initiative, the project provides regular inputs to the two ICDS workers. For this, a teacher has been appointed who provides technical support at the field level. Not only is the education material provided to these centers, but the teacher also demonstrates the use of material in the sessions with children. They are taught to prepare low-cost teaching and learning material.

Teachers have been oriented on the process of making a portfolio of children's work and

displaying it in class. Creating a learning environment for children by displaying Teaching Learning Material has also changed the visual scenario of these centers. This has resulted in an increase in the enrolment rate of children. The teachers are now actively trying to incorporate these inputs into their classes. Anjali, an ICDS worker said, "I get to learn new things from the Sahyog teacher and in turn children learn new things. Earlier the situation was different. Our main focus was on the health of children but now the children are benefitting through education equally." One of the parents of a three-year old boy said, "Earlier children used to come for snacks, now they learn new things here. The teacher involves children in interesting activities. The children share with us the new things that they learn here. We are happy that Aanganwadi is benefitting them in several ways."

30 Sevikas nearby Borivali hamlets and 39 sevikas in Goregaon hamlets successfully completed 3 days of training in two turns on concept of think – work – recall in free plays, perceptive of looking at child, child protection, use of puppet in story narration, learning and preparing teaching learning aids like puppets, weather charts. Sejal one of the ICDS workers said after training "Even we have little training from ICDS but this was unique as we got sufficient time to make teaching aids which we can use in our ICDS centre. We have lot of ideas but couldn't implement due to insufficient time. This training was useful and it should have for 5 days instead of 3 days." After working with ICDS Aanganwadi for a year, Door Step School plans to handover the work done to ICDS in order to ensure that the impact of work done is sustained.

NETWORKING

Networking and collaboration is a very important aspect of our work. We work in partnership and seek help from other organizations who have expertise in different areas like life skills education, health and hygiene awareness, subject matter knowledge of science, maths, geography etc. Some of the institutions also invite Door Step School children to participate in the recreational activities like sports, theatre and festival celebrations. Below are some nonprofit organizations, public and private schools and institutions and individuals with whom we worked in this year.

Partnerships with NGOs:

- 1. Apni Shala:** Conducted life skills training sessions for 45 children Bal Samuha groups in Reay Road and Cuffe Parade.
- 2. Mentor Me India:** Connected mentors to 12 children (mentees) for developing self-confidence in children through one-on-one mentorship model in Govandi.
- 3. LeapForWord:** Provided teacher training, curriculum and teaching aids, assessment support and ongoing handholding support for the pilot English Study Class project in Govandi.

4. **Sparkles Charitable Trust:** Set up the Science labs in two Municipal schools in M-East Ward of Mumbai.
5. **Adhyayan:** Rajiv Vartak's group conducted workshops with the children in Municipal schools on subjects like Geography, Science and Language.
6. **Iskcon Foundation:** Provision of mid day meals for street children studying on School on Wheels.
7. **Victory Arts Foundation:** Organised a dance workshop for more than 200 children from different communities where Door Step School works.
8. **KC Mahindra Education Trust:** Provided sponsorship support to 150 girls through Nanhikali project
9. **Reliance Foundation and Doctors For You:** Conducted health checkups for children in Reay Road, Cuffe Parade and Govandi
10. **Sakhya:** Conducted total 8 Gender Sensitization workshops for 202 children and 59 parents through the RTE project in M-East Ward.

Schools and Colleges:

1. **Kids Quest Preschool, Ranina Nursery and First Step Preschool:** Organized Diwali programme for our children.
2. **The Cathedral and John Connon School Junior and Middle School:** Invited the children for participating in art and craft activities and festival celebrations
3. **Narsee Monjee Institute of Management Studies:** Invited children to participate in skit competition and sports competition.

Educational, Cultural Institutions and Public Spaces:

1. To provide children a creative space to learn while having fun we visited Chatrapati Shivaji Maharaj Museum, Bhau Daji Lad Museum, Homi Bhabha Science Center, Nehru Science Center, Nehru Planetarium, Taraporevala Aquarium, Maharashtra Nature Park, Akshara Library, National Gallery of Modern Art etc.
2. Film screenings were organized by Book My Show and Children Film Society.

Individuals:

3. **Sunny Pawar:** Conducted 52 Life Skills Sessions for 102 children under project Sahyog.
4. **Sandeep Palve:** Conducted 4 workshops for developing understanding and skills of children for performing street play.
5. **Chitra Patil:** Conducted sessions on creating awareness about Child Rights in the Child Rights Convention for 79 children.
6. **Mayur Ankolekar:** Conducting Maths workshops with children in Municipal Schools and communities

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.

Sanskriti Singh, eagerly shared her voluntary support for creating a learning space like Science Lab in the Cuffe Parade *basti* this year. With mouths agape and pupils dilated, children watched her making giant bubbles in the Bubble-logy workshop in her very first interaction with them, last June. After the fantastic start, the momentum has never been lost with the variety of experiments and sharing done in the Science lab. Right from learning about insects to making an asteroid in class, from learning about plants by visiting local garden to making simple machines, we have done it all. Preparing a divided syllabus, sourcing teaching and learning material, making science toys from trash, coming on every Tuesday to conduct demonstrations to support the Science lab teacher's learning process, taking the teacher to IUCAA for an exposure visit, the list goes on and on. We can't thank her enough for all the efforts put in by her and the brilliant opportunities she created for the children, to learn. Children's increased interest in Science can be gauged by how much they are drawn to the lab without the need of doing a follow up by teachers. The commitment that is seen in her voluntary engagement with us is truly commendable and inspires us to work relentlessly. It also confirms our belief that we are surrounded by generous and thoughtful people who support our cause.



FUTURE PLAN:

In the year 2016-17, Door Step School will see a lot of changes and new projects which are as following and which will be implemented in this year:

- In the 2016-17, Hiranandani Project supported by EQT will see a couple of **New Interventions** which are as given below:
- 6 Bal Samuha groups with **150** children will be formed, Door to Door Library reaching out to **400** readers will be started. 1 new Community Learning Center(CLC) will be started to reach out to the 6 classes which are not currently benefitting from CLC, 1 Counseling Center, 2 new English Study Classes will be started taking the total number of English classes to 6 with the curriculum support from LeapForWord.
- The funds raised from the Royal Charity Dinner held during the Royal visit will be utilized for setting up 6 Study Classes for supporting **150** school going children and thus helping them to keep continuing going to school.
- With the support of Bombay Community Public Trust, Door Step School will run Community Based Educational Programmes for **275** children in Maharashtra Nagar slum community in M-East Ward.
- National Stock Exchange will be supporting School Partnership Programme in **20** schools reaching out to **6000** children.
- GEOMETRIC LIMITED will be supporting the School on Wheels project for catering to the educational needs of out of school children.
- Foot ball training for 100 children will be organized with support extended by Michael Focking.
- Community Learning Center will be established in the slum community in Worli by Mr.Ramesh Kacholia.
- Based on the Impact Study conducted for Bal Samuha this year, in the year 2016-17 Door Step School will revisit the Programme objectives and develop the programme for more effective implementation and impact of the same.



DOOR STEP SCHOOL- PUNE





DOOR STEP SCHOOL- PUNE HIGHLIGHTS OF THE YEAR

PART - 1

Awards/Citations received by Door Step School in 2015-16:

Among the many awards and citations received by Rajanitai for her invaluable contribution towards out of school children's education, a few notable awards are given below:

1. In January 2016, Mrs. Rajanitai Paranjpe was honoured by DIYA, Mumbai at National Seminar "21st Century - Women's Century" for contribution to Child Education.
2. In March 2015 she received Tejaswini Puraskar by International Inner Wheel District 313 Cops 2013-14.
3. In November 2015 she received the Lokmat Sakhi Sanman Puraskar.

New Beginnings and Associations:

4. For the first time ever, Grow With Books has been introduced in rural areas in 23 Zilla Parishad schools in Mulshi Taluka; and in five Zilla Parishad schools in Maval Taluka.
5. Grow With Books is expanding through other organizations like Shashwat, wherein they are implementing the program with the technical help provided by Door Step School.
6. The "Every Child Counts- Citizens' Campaign" was replicated by the NGO "Education on Wheels" in Nashik in 2015-16.
7. Door Step School has tied up with Tara Mobile Crèche, an NGO working mainly for the health and nutrition of children of construction laborers, at two sites on an experimental basis. This will give the children at these sites a much needed educational support.
8. Door Step School actively associated with Mrs. Hema Gehani from "Colours Nursery & Play Group" for 'Balwadi Project' at 15 Education Activity Centres (EAC). Next year, this program will be replicated at all our EACs.
9. Drive Change Learning Resource Centre (DLRC) is an innovative and experiential learning based 'Open School' (Std. 1 to Std.12) in Baner. Four students from Door Step School have been enrolled in DLRC.

New Additions and Expansions:

10. A new Community Learning Centre has started since February 2016 in Hadapsar. About 300 children are already using various facilities at the center.
11. The "Parents' Participation in Children's Education" (PPCE) program has been taken up in Baner, Balewadi, Hinjewadi, and Wagholi areas.
12. 'Grow with Books', our school intervention program, has now expanded from 212 schools in 2014-15 to cover 240 schools in 2015-16.

Knowledge Partnerships:

13. Parivartan Training Center of Door Step School had organized a special training program for 80 Pune Municipal Corporation schoolteachers identified as 'Shikshan Sahyogi'.
14. Navnirmitee Maths kit training was organized by Door Step School for 61 PMC school teachers under 'Grow with Books' program.

Exhibitions:

15. Reading Class Network, which comprises of five NGOs in Pune running the Reading Class Program, had organized an exhibition '*Chala Vachan Ranjak Banvuya*' on 22nd December 2015. People from all walks of life connected with child education (other NGO's, school teachers, education department officials) attended and appreciated the efforts being made to encourage reading.
16. Five 'Pustak Melaawa' (Book Fairs) and one 'Ganit Melaawa' (Maths Fair) were conducted this year in 20 Government schools. Around 2000 children participated in these.



Activities at a Glance (2015-16)

Overall Coverage:

Number of Children	63,743
Number of Sites	3,748
Number of Schools	240

Services Offered:

Project Foundation

Literacy Classes	1,894
Study Classes	3,283
Pre-Primary Education	3,291
Crèche	3,578
Reading Rooms at CLCs	521
Child to Child Libraries	306
Total	12,873
Community Based Libraries	197
Computer Classes at CLCs	288
Three School-on-Wheels(11 Locations)	1,226
No. of Children Enrolled in Schools	770
School Transportation Provided	*2,339
Quest - Science & Maths Laboratory	220
Science Laboratory at Center	746
<i>*In addition, 1,066 children were encouraged to walk to school with parents or by themselves.</i>	

Grow With Books Program

Reading Classes Library (Std1 to 4)	240	35,154
Lending Library (Std. 1 to 4)	240	28,308
Lending Library (Std. 5 to 7)	100	11,293
Book Stock	2,56,515	
Book Publications	Bhashik Khel	

Parivartan Training Centre	
Fresh Teachers	13
Fresh Book Fairy	120
Teachers Refreshers	222
Book Fairy Refreshers	357
Management Staff	85
Parent Participation Program	30
Other 4 Organizations	135

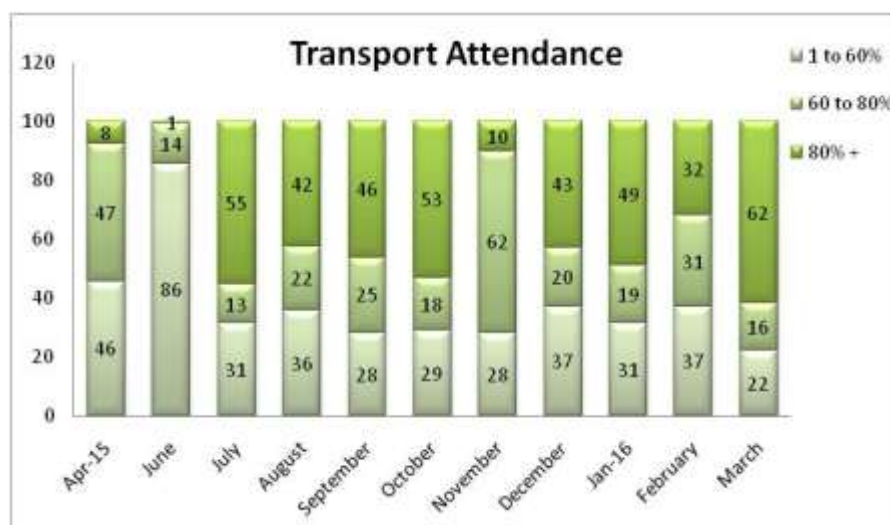
Every Child Counts-Citizens' Campaign	
Children Located	6,718
Children Enrolled	3,242
No. Schools Enrolled in	266
Volunteers Involved	>450

Parents' Participation Program

Construction Sites	365
Parents Interviewed*	885
Children Benefited	1,214
Children Enrolled	748
<i>*includes parents of children aged 0 to 14 years</i>	

School Transport

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 and study classes only. We provided school transport to **2,339** children from **210** construction and slum sites using **seven** of our own vehicles, **one** PMPML bus, and a few private vehicles. Vidya Valley School has also been supporting by providing transport for DSS children since last 2 years.

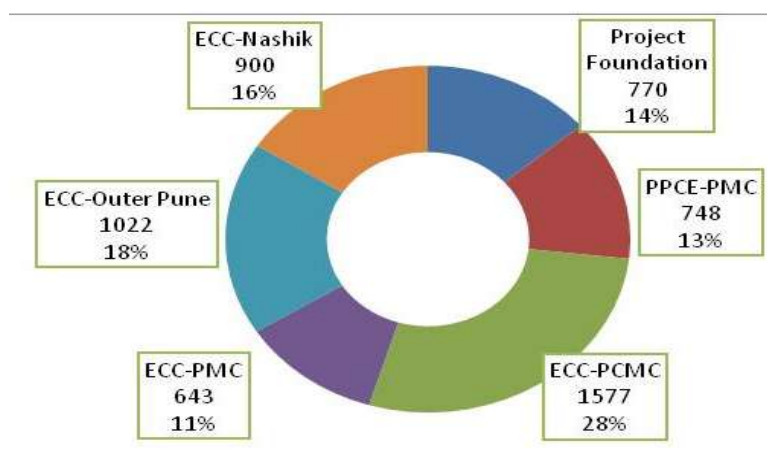


A Snapshot of Our Beneficiaries:

Age Group	Programs covered	Beneficiaries
0-3 years	Crèche at EAC	3,578
3-6 years	Balwadi at EAC& CLC	3,291
6-8 years	Study Class at EAC&CLC	2,766
	School intervention in Std 1: First Steps Forward+ Lending Library	9,205
8-10 years	Study class at EAC&CLC	1,369
	School intervention Std.1-Std.4: Reading Classes+Lending Library	35,154
10-14 years	Study class at EAC&CLC	1,042
	School intervention Std.5 to Std.7: Lending Library	11,293
6-14 years	Computer Class at CLC	288
6-14 years	Quest Science Lab	100
6-14 years	School Support at School on Wheels	
6-14 years	Literacy Classes at EAC & SoW	1,226
<i>(Note: EAC – Education Activity Center; CLC- Community Learning Center; SoW- School on Wheels)</i>		

Mainstreaming Children - Number of Children Enrolled in PMC/PCMC/ZP Schools:

Program	PMC	PCMC	ZP	Total
Project Foundation	416	125	229	770
Parents' Participation Child's Education	416	--	332	748
Every Child Counts	643	1,577	1,022	3,242
Total	1,475	1,702	1,583	4,760



PART - 2

An overview of The Last Five Years (2010-2015)

A comparison of each program:

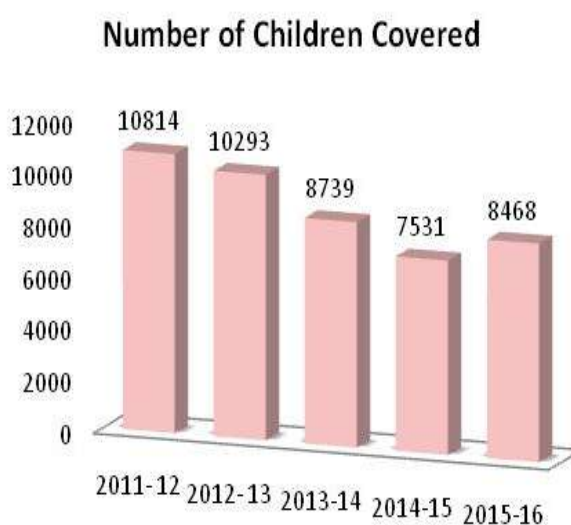
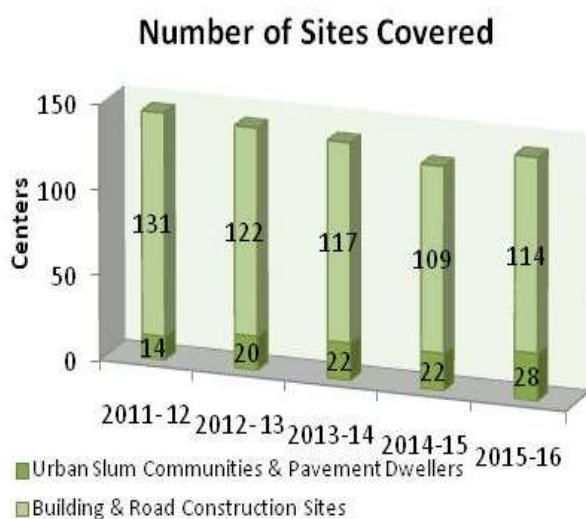
		2011- 12	2012- 13	2013-14	2014-15	2015-16
<div> <div>Project Foundation)</div> <div>Direct Education</div> </div>	Urban Slum Communities & pavement Dwellers	14	20	22	22	28
	Building & Road Construction Sites	131	122	117	109	114
	Total No. of Locations	146	142	139	131	142
	No. of Locations Closed	41(28%)	33(23%)	41(39%)	27(20%)	49(35%)
	Number of Pre Primary Education	142	134	133	126	138
	Number of Study Classes	130	130	109	114	138
	Literacy Classes	135	128	122	107	126
	No. of child Care Centers	94	113	120	113	116
	Total No. of Classes	501	505	484	460	518
	Number of Classes Closed	131(27%)	129(26%)	69(14%)	51(11%)	160(31%)
	Number of Children enrolled	10,814	10,293	8,739	7,531	8,468
	Snapshot of Beneficiaries in March	2,869(27%)	2,698(26%)	2,254(26%)	2,386(32%)	2,734(32%)
	Computer Classes: Enrolled	216	154	216	269	288
	Community Based Libraries: Enrolled	664	527	664	670	827
		2011- 12	2012- 13	2013-14	2014-15	2015-16
<div> <div>School Intervention</div> <div>(Project Grow With Books)</div> </div>	School With Reading Classes	145	123	123	212	240
	Reading Classes -Children Covered	33,390	26,563	24,402	30,122	35,154
	Lending Libraries in Primary Section	145	123	123	212	240
	Lending Libraries in Primary Section-Children Covered	15,973	20,586	18,488	24,957	27,257
	Lending Libraries in Middle School	77	62	63	67	100
	Lending Libraries in Middle School -Children Covered	10,402	8,346	8,313	8,896	11,293

		2011- 12	2012- 13	2013-14	2014-15	2015-16
Project Every Child Counts (ECC)	Sites Surveyed	-	800+	455	2,044	3,241
	Children Enrolled	-	1,350	545	2,466	3,242
		2011- 12	2012- 13	2013-14	2014-15	2015-16
Parents' Participation in Children's Education	Construction Sites	-	-	199	161	365
	Parents Interviewed	-	-	1,275	698	885
	Children Located	-	-	1,749	550	858
	Children benefited	-	-	1,123	506	1,214
(Note: The programs 'Every Child Counts' and 'Parents participation in Children's Education' were started in Nov 2011 and April 2013 respectively.)						

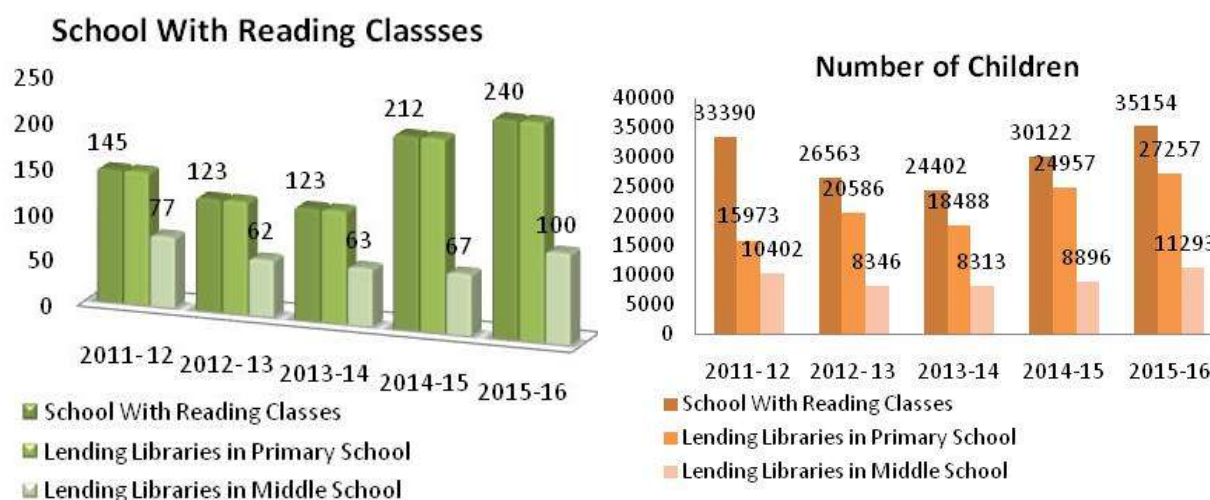
Our Programs - The Last Five Years (2011-2016)

A few details of each program:

1. Project 'Foundation' - Educational Activity Centers



2. Project 'Grow with Books' - School Intervention



3. Community Learning Centers

	2011-12	2012-13	2013-14	2014-15	2015-16
Computer Classes	216	154	216	269	288
Community Based Libraries	664	527	664	722	827

PART - 3

Our Work Details:

1. Programs for 0 to 3 year olds:

- Child Care Centers (Crèche), 0 to 3 Years 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.

3,578 children availed our day care facility at 114 construction sites.

Tirupati Pandhari Mekalwad, a 9 year old boy, was unable to go to school because he had a three year old cousin Aarti Pralhad Markand to look after. The 3 year old started attending Balwadi in our River Residency site EAC after which Tirupati started going to school and also attends classes at our centre. He has been going to school for the last one year and is now in Standard 3.

We also conducted a survey at all our EACs in February 2016 to understand the need of running Child Day Care Centres. The result shows that around 50% of the children availing of the crèche facility have their older siblings studying with us.

2. Programs for 3 to 6 year olds:

- **Pre Primary Education Centers (Balwadi), 3 to 6 Years Age Group**

Door Step School believes in the holistic development of a child. The *Balwadi* (Pre-primary school) kit, for children between the ages of 3 and 6 years, has been specially designed by the Door Step School training team, keeping in mind a child's all-round progress. The kit consists of toys and items to engage the children, increase their curiosity, encourage sharing, and retain their interest. They are provided with mats to play on, so that they gradually develop the habit of playing only on the mat. This ensures cleanliness, hygiene, and discipline. Good habits are constantly taught and reinforced, for example – washing hands before eating, putting away toys after playing, etc.

3,291 children were reached through the Balwadi classes last year.

This year, Door Step School also actively associated with Mrs. Hema Gehani, the founder of Colours Nursery & play group, at 15 Education Activity Centres at construction sites to enhance the teaching-learning experience in the 3-6 year age group. 100 Children benefited from this experiment.

Children enjoy the **“Learning through Projects”** methodology, where one topic such as rainy season or animals and their young ones, etc is taken every month. All EACs uniformly follow the calendar of topics assigned for each month. After this program was successfully run for a year in the 15 EACs, we observed a noticeable difference in the children: They became more observant, inquisitive, creative, innovative, developed better conversational skills, better attention spans, started showing interest in learning new things, increased active participation, started sharing, working in groups. This program has also nurtured the teachers' creativity, the teachers often went out of the way to teach these topics to the children, and they also started making use of search engines on the internet in order to search for more creative activities and successfully implemented them in the classrooms.



Balwadi- children actively participate in the activities conducted in the EAC.

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.

After the Right to Education Act, Door Step School enrolls all 6-14 year old children from the locations covered by DSS 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.



Monthly project at an EAC: Farming

- **Parent's Initiative for Transport**

After frequent meetings and interaction with the parents of construction sites and slums regarding taking ownership for school transport, a lot of parents decided to hire private transport for their children in the beginning of the academic year. A lot of children have also started commuting with bicycles. Till April 2015 Door Step School was providing transport facilities to these children. This shows the sustainability and awareness of the parents towards education.



Children cycle/walk to school on their own

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, if 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**

Literacy Classes	1,894
Study Classes	3,283
Pre-Primary Education	3,291

Educational Activity Centers at construction sites continued to receive part financial support from builders at all **sites**. Getting builders' 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 the three buses cover eleven sites a day spending two hours at each site and reach 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 now have three **Community Learning Centers**. A new community Learning Center was opened on 1st February 2016 in the Vaiduwadi area of Hadapsar. The teachers conducted a small program to celebrate Republic Day in the nearby PMC School and announced the opening of the center to the local residents by visiting them in their homes.

The low income community in this area also comprises mainly of permanent residents who want to see their children doing well in life. Almost all children in the 5- 12 years age group are enrolled in nearby PMC as well as private schools. Many are enrolled in English medium schools and also attend private coaching classes. Unfortunately, just attending school and classes does not necessarily enhance a child's learning! Each child needs special attention in certain areas based on his/her competency level. The DSS teachers in CLC first assess every child that comes to the center to determine the competency level and then assign them to the appropriate group with the correct learning strategies and teaching aids.

The children come in two shifts depending on their school timing. Those who attend school in the morning come to the center in the afternoon and those in the afternoon shift come in the morning. Students come here for the study material (such as text-books, reference books. study

guides, dictionary, atlas, etc.) as well as a place to sit and study. The Community Learning Centers have developed over the years with various facilities like e-learning, computer classes, science experiments at Quest, participating in Sports Activities etc.

Like the other CLCs the Hadapsar CLC also hopes to expand its services according to the needs of the community.

- **Children covered through Community Learning Centers**

Reading Rooms at CLCs	521
Community Based Libraries	197
Child to Child Libraries	306
Computer Classes at CLCs	288
Quest –Science & Math’s Laboratory	100
Science Laboratory at the CLC	431

PART - 4

Our Children

Participation:

1. WaSH Sessions - Water and Sanitation Hygiene program developed by Kirloskar Foundation continues to create awareness about using water for hand wash and sanitation. The periodic sessions are conducted by Mr. Amol Jadhav, facilitator of WaSH program. The children are sensitized on how to use drinking water, why it is important to keep our environment clean etc. About 250 children actively participated in the interactive sessions.

Topics such as diseases caused by unclean water, how to keep water clean, importance of separating dry and wet garbage etc. are covered in this programme.



An activity held under ‘WaSH’

As a result, the children started keeping the area clean, covering the earthen pot at home, and they always wash hands before and after eating food and insist that their families do the same.

2. Life Skills Education - The Objective of Life Skills Education (LSE) is to promote well-being and competence in adolescents to face challenges in life. LSE focuses on building the planks in the bridge, working on the individual skills that help people make healthier decisions about their lives.

World Health Organization has defined 10 core Life Skills such as Decision making

- Self Awareness
- Empathy
- Effective Communication
- Interpersonal Relationship
- Creative Thinking
- Critical Thinking
- Problem Solving
- Decision Making
- Dealing with Emotions
- Dealing with Stress

At present around **45** children from three sites are participating in it and responding positively.



Life skills session at Suma Shilp site



Role Play at Dattawadi

3. Kumar Nirman - Kumar Nirman is a program initiated by Maharashtra Knowledge Foundation. The objective is to sensitize children to various problems and challenges in society and let the children experience the joy of discovering inventing solutions and to act towards solving social problems.

At present, this activity is conducted at 5 centres. About 100 children are participating in this program.

4. Quest Science Laboratory - 105 children from six branches of DSS regularly attended one of the Quest science labs at Sus Road or Aundh in 2015-16.

Quest has a fixed time table for these children every year that includes experiments on Science topics that are useful and applicable in their day to day life and, knowledge which they must have to survive in today's world.

They also do simple yet practical activities in mathematics that include topics like measurements that are very essential to know for being up to date and smart in dealing with things around them.

Children are accompanied by their teachers, most of who come from a non-Science background. Sometimes they find it difficult to understand the real concept behind the experiment. The Quest teachers also take the responsibility to see that they have understood it! The DSS teachers then follow it up by revising with the children what they have done in the Quest lab.

Children also take part in the experiments and the discussion afterwards. In all, they come to the lab 22-24 times in the year. 'Doing and learning' by far seems to be the best learning process and participation in exhibitions gives them confidence to speak in front of many people. Once the child understands the application of learning Science, his/her mind becomes clear about the need for learning. Their regular visits to Quest, and participating in the exhibition every year gives them the desired confidence and awareness of happenings in their environment. Quest has also provided 'Science kits' at 5 of our centers where the children conduct experiments under their teachers' guidance.

Events:

1. Every year we have been organizing **Science Exhibitions** for children on the National Science day, in which DSS children also participate with great enthusiasm. This year we made a little change in this pattern and decided to organize the exhibition for the DSS teachers instead. This idea was upheld by Mrs. Rajani Paranjpe and she supported the idea and cooperated by making the teachers available to come for special training at the Quest lab.

The exhibition was held on Saturday, 6th of February in the Sus Road Quest lab. A sense of achievement, pride, happiness was quite visible in their efforts to put up a good exhibition. The value of Science experiments was very well comprehended by them and with full enthusiasm they made it a success. The overall happiness was more so because around 200 to 300 teachers from the DSS organization visited Quest to watch their peers perform the experiments. This enormous response flattered them to no end and they now want it to happen every year with more advanced topics to handle! All this gave the teachers at Quest, a great feeling of success.

For the past 12 years Quest has been trying continuously to inculcate liking, importance and value of Science education, via the 'learning by doing process'.



Teachers' exhibition at Quest

2. The coordinators, supervisors and teachers then went ahead and organized an **exhibition of Science experiments** for the children of DSS at the insistence of children. All those children who visit Quest regularly were involved in it and were very happy to participate in it. This exhibition was held in the Golwalkar school premises.



DSS Children's, teachers' and coordinators' exhibition

An excerpt from Mrs. Kelkar's mail to DSS:

Today I had the opportunity to inaugurate the science exhibition by the DSS supervisors, Mrs.Yernule, Uma, and, Ashwini and the DSS teachers. I was very impressed to see how smoothly the function was conducted. It appeared very well organized. All of them including the teachers and students were very enthusiastic about their project.

I also appreciate the clarity of ideas and science concepts they have developed over the few months with us, at Quest. They were all interested and actively involved in putting up the show efficiently which is most admirable. I could also meet the volunteers of DSS and some parents.

I always felt that I must meet some parents and try and convince them about their ward's interest in Science so that it helps the child to pursue science subjects in higher classes.

I feel this kind of exhibition can be on a bigger scale, so that many more visitors can come and see the work these children can do. More and more children need to participate in a venture like this. More teachers also will automatically get involved in it.

Next year we, DSS and Quest together can try and put up a bigger exhibition.

Having tasted the success of Science boxes, I wish to extend my offer of more Such Science boxes as donation, in order to reach out to many more children, as soon as possible.

With regards and best wishes,

Malti Kelkar

18 children from the EAC Kumar Peneninsula performed **Lezim at Pune Festival** held at Balgandharva on 20th September 2015.

The Lezimperformers at Pune Festival 2015



Awards:

1. Sports - Around 70 children practice sports throughout the year. 24 children from Dattawadi and Shivaji Housing CLCs, and children from Sus Road and Hadapsar clusters participated in an Inter NGO Sports Meet organized by Concern India Foundation, on 16th January 2016. About 350 children from 14 other NGO's also participated in this event. Apart from sports participants, 15 children of Sus- Cluster performed Lezim. The team of Concern India Foundation and others greatly appreciated the wonderful performance.

Our children won four gold, two silver, and one bronze medal.



Participants of the Sports Meet

2. Rangoli Competition - Ligamma Chalwadi, a student of Std. 5, from Kumar Peninsula site participated in Rangoli Competition held in Sant Tukaram School in the month of July and bagged the 3rd position.

Special Mentions:

- Priyanka Nisa, age 13, has taken admission in Std. 8 in a private school. This time the parents took the initiative and enrolled children on their own. They completed the formalities and even purchased books. Till last year transport was provided by Door Step School but now from this year Priyanka's parents got a bicycle for her and she now goes to school on her own.



Priyanka Nisa

- Prabhudev Malappa, Anusaya Daudmani, Shruti Kalshetty, Sudharani Patilare from the Range Hills Center. They appeared for their Std. X board exams in 2015 and secured good marks. These children have been coming to the centre for the past eight years.
- Science Exhibition at Wipro and Cognizant: Wipro Cares Volunteers, led by Ms. Sharmishtha Deshpande and 10 others, have been taking Science 'Hands-On' experiments successfully at Dattawadi Community Learning Center every fortnight since 1st August 2015. On 11th of September, 9 children participated in Science Exhibition held at Wipro, Hinjewadi. They performed experiments based on concepts like air pressure, water pressure, hydraulic lift, thermometer, manometer, etc. 6 Children from the Golwalkar Centre also participated in the Science Exhibition held at Cognizant and won the award 'Most entertaining way of showing experiments'



Science exhibition at Wipro



Science Exhibition at Cognizant

- A group of 3 adolescents from the Shivaji Housing Society CLC conduct Puppet Shows on cleanliness. Till now these children have performed at the Vivekanand School, Corporation school no. 66B), at 3 parent's meetings under our initiative Every Child Counts and at Fiserv's Family day event. As they continue to perform, the group is getting more confident and popular.



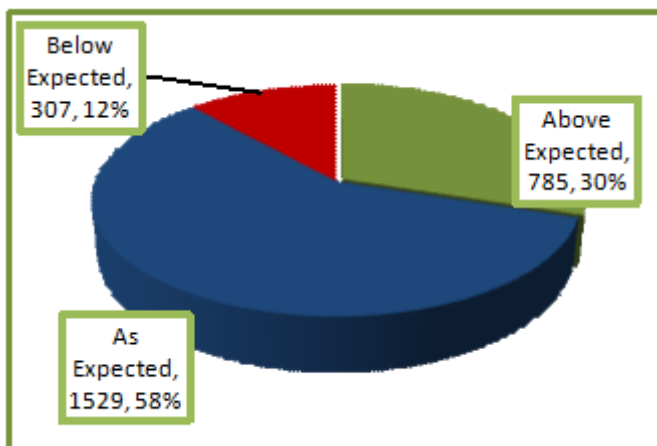
A puppet Show performance in progress at Vivekanand School

Learning Levels and Attendance

This data is taken for children in literacy classes & study classes only. Expected levels of learning are based on the number of days a child is with us. For example if a child attends at least 51 days at our centre, she is expected to complete 46 alphabets. Similarly if child has attended 91 days or more, she is expected to know all 46 alphabets, all 12 matras. 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. While majority of children fall in “as expected” category, there are many reasons why they are in below expected (slow learners, irregular attendance, no parents support, lack of concentration etc.) and above expected (faster learners, already gone to school before coming to DSS class, good support from parents/siblings etc.).

Age Group 6 to 8

Attendance/ Levels	Learning Alphabets	Complete Alphabets	Complete Matras	Composite Words	Total
1 to 25	855	233	38	76	1,202
26 to 50	277	193	28	45	543
51 to 90	107	161	36	79	383
91 to 120	25	74	27	57	183
above 120	16	55	30	209	310
Grand Total	1,280	716	159	466	2,621



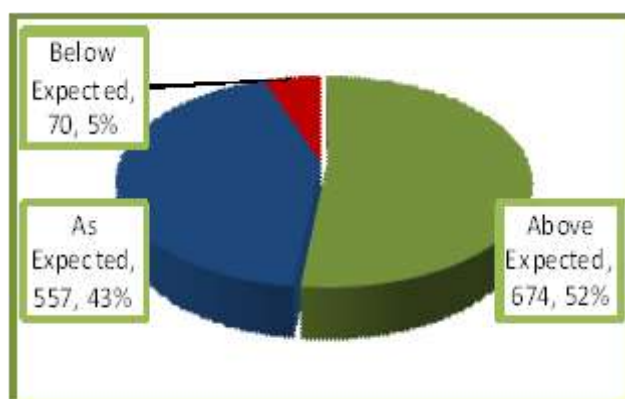
EXPECTED LEVELS

BASED ON ATTENDANCE

1 TO 50 DAYS = LEARNING ALPHABETS
 51 TO 90 DAYS = ALPHABETS COMPLETE
 91 TO 120 DAYS = MATRAS COMPLETE
 ABOVE 120 DAYS = COMPOSITE LETTER

Age Group 8 to 10

Attendance / Levels	Learning Alphabets	Complete Alphabets	Complete Matras	Composite Words	Total
1 to 25	278	173	49	117	617
26 to 50	88	107	26	77	298
51 to 90	25	59	16	66	166
91 to 120	3	25	3	43	74
above 120	3	7	7	129	146
Grand Total	397	371	101	432	1,301



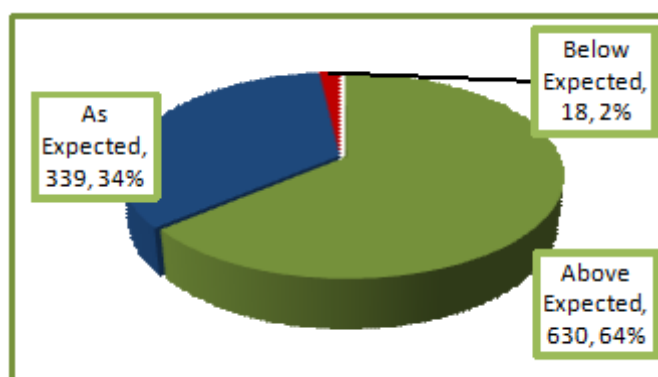
EXPECTED LEVELS

BASED ON ATTENDANCE

1 TO 50 DAYS = LEARNING ALPHABETS
 51 TO 90 DAYS = ALPHABETS COMPLETE
 91 TO 120 DAYS = MATRAS COMPLETE
 ABOVE 120 DAYS = COMPOSITE LETTER

Age Group Above 10

Attendance/ Levels	Learning Alphabets	Complete Alphabets	Complete Matras	Composite Words	Total
1 to 25	173	115	35	158	481
26 to 50	46	67	16	137	266
51 to 90	5	19	7	57	88
91 to 120	2	3	1	38	44
above 120	0	1	7	100	108
Grand Total	226	205	66	490	987



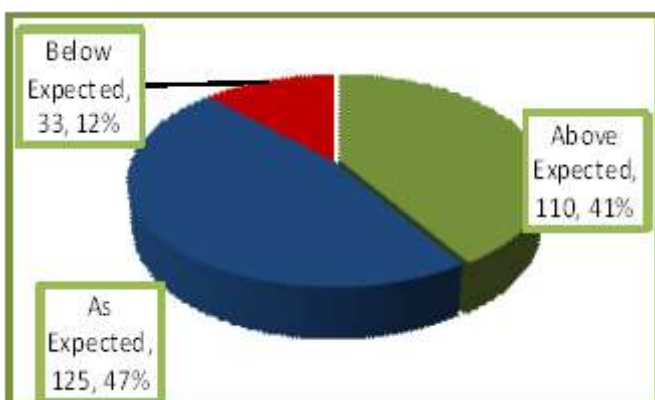
EXPECTED LEVELS

BASED ON ATTENDANCE

1 TO 50 DAYS = LEARNING ALPHABETS
 51 TO 90 DAYS = ALPHABETS COMPLETE
 91 TO 120 DAYS = MATRAS COMPLETE
 ABOVE 120 DAYS = COMPOSITE LETTER

At the Sinhagad Road Cluster, we conducted a different experiment. Whereas at the rest of the clusters, we continued with our plan of first teaching the children Alphabets and only then introducing them to Matras, at this cluster we gradually introduced a few Matras simultaneously along with the Alphabets. The Learning levels observed at this cluster:

Levels / Attendance	Learning Alphabets	Complete 10 Alphabets	Complete 22 Alphabets & 3 Matras	Complete 31 Alphabets & 6 Matras	Complete 41 Alphabets & 8 Matras	Complete Alphabets & Matras	Composite Word	Grand Total
1 to 5	46	7	3	2			3	61
6 to 10	17	8	7			1	1	34
11 to 20	10	12	5	3			4	34
21 to 40	7	15	15	3	1	1	6	48
41 to 60	1	9	9	4	2	1	4	30
61 to 80		1	3	1	3	2	7	17
81 to 100			3	2	1	1	2	9
101 to 120	1		1		1	2	2	7
above 121			3		1		24	28
Grand Total	82	52	49	15	9	8	53	268



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
Above 120 Days	= Composite letter.

In addition to giving basic literacy education, Door Step School also provided education in topics such as environment, hygiene, and general science. These topics were taught by our teachers as well as excellent volunteering efforts from our supporters. Children also learned through exposure visits to science parks and museums.

PART - 5

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 (ECC)** in November 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 nearly 3,000 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)**. **Since 2014-15, the ECC Program has been expanded** to Pimpri-Chinchwad Municipal Corporation and Outer Pune areas.

In the Year **2015-16**, the campaign was intensified in PMC and PCMC to cover all wards in totality. In Outer Pune, the program was strengthened by bringing in our other Programs: Parents Participation in Children's Education (PPCE), First Steps Forward (FSF) and an experimental model of "Bridge Classes" for children enrolled in age appropriate classes under the RTE. Our outreach efforts managed to replicate this program in other locations.

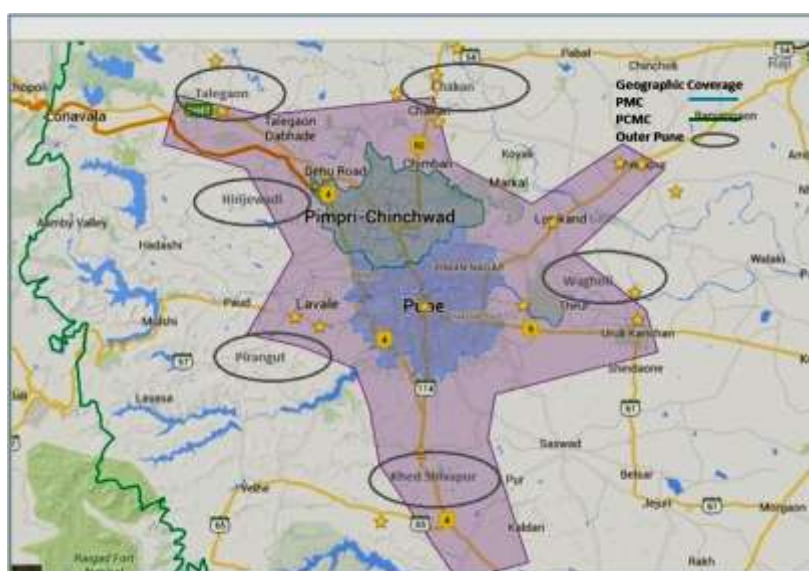
A total of 3,242 Children were enrolled into mainstream schools in the year 2015-16 taking the total number of children enrolled under this program to 7,568. Additionally, 900 children were enrolled in Nasik by the organization Education on Wheels under guidance of DSS. These children would have otherwise remained out of school and continued to be educationally excluded, despite the Right to Education (RTE) Act.



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.

	PMC	PCMC	Outer Pune	Total
Sites / Locations Surveyed	771	1,430	1,040	3,241
Children benefited by	67	874	184	1,143
Preparatory Camps/ Study classes				
Schools Enrolled in	18	105	115	266
Children Enrolled	643	1,577	1,022	3,242
School Transport Arranged	152	265	33	450
Parents Meetings/ Participants	33/201	190/2,834	160/2,785	383/5,820



Geographic Coverage

Key Activities And Impact

Nanda Shitole belongs to a family of "Camel breeders" who offer Camels for rides to earn a livelihood. She has enrolled her 3 older children, including 2 girls in school with guidance from the ECC team. Nanda and her husband are keen to see them educated.

Nanda with her family



She believes that education will change their children's future and in her words *"Who Unth ki dori pakad ke gali-gali nahi ghumenge, ek achi zindgi jiyange"* (They will not have to take the camel around for a livelihood, they will have a better life). Her children enrolled into the nearby school in 2014 are still continuing and the family has remained in the area to avoid disrupting their education.

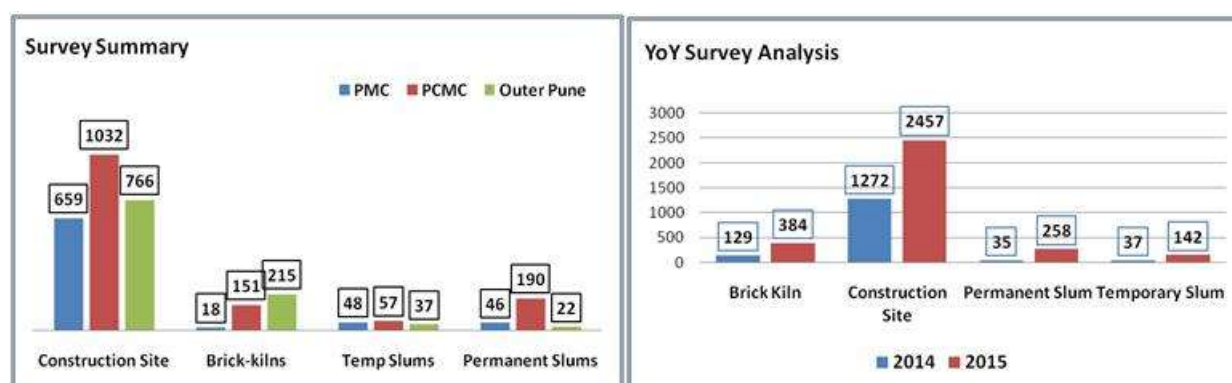
In 2012 DSS developed and documented a systematic methodology to identify children of school going age (6-7yr olds) and their subsequent enrollment in municipal/Zilla parishad schools. Volunteer toolkits were prepared and distributed. The methodology is a 3 stage approach, with Citizen Involvement in grass root level activities at all stages.

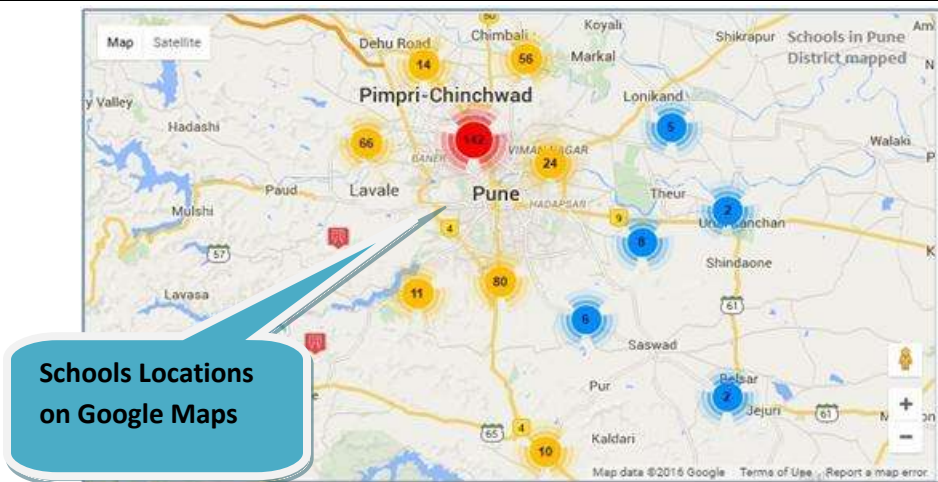
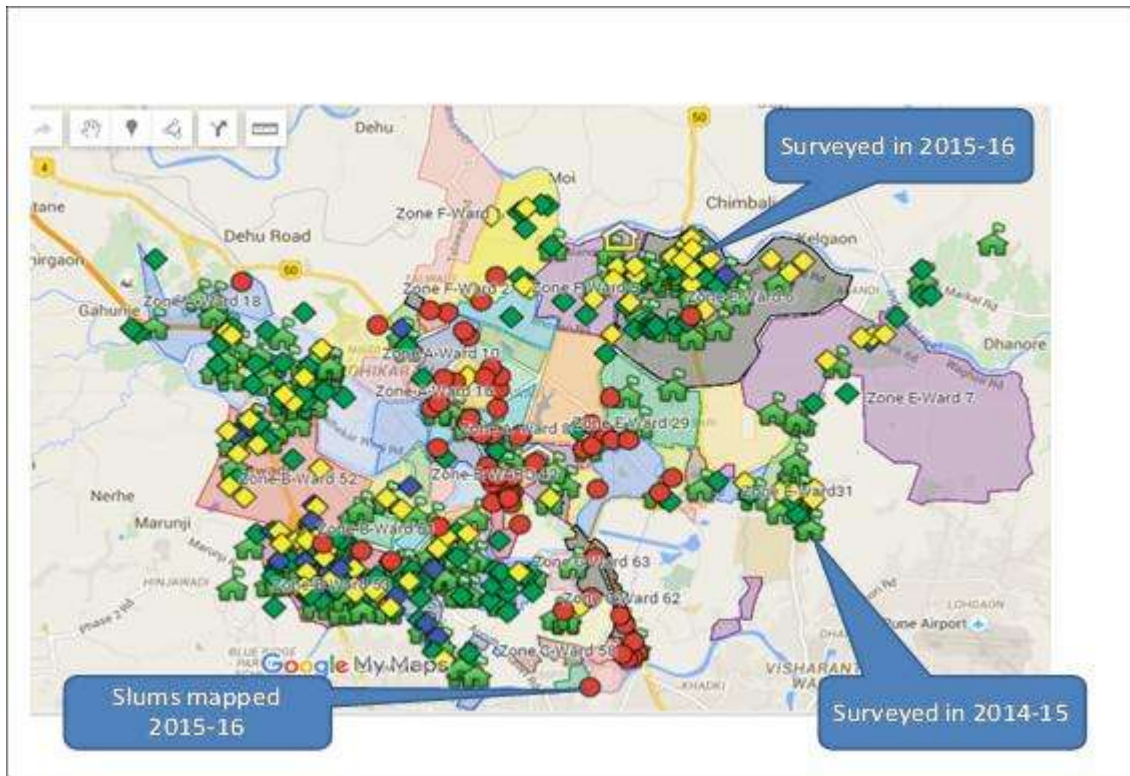
A) Stage 1- Survey:

Systematic survey of each and every street in the city to cover Housing and road Construction sites "in progress", temporary settlements, semi-permanent settlements to determine the presence of labor camps and children who are in the 6-7 year group. The next step is to map each site to the nearest school based on the list of schools/ map location of the school obtained from school authorities. Once children are located, parents are approached and counseled on the importance of education, informed of the nearest school and the process of getting the children enrolled into schools. The volunteers/ field staff encounter questions ranging from "Who will pay the fees?", "We are not going to live here long...why should we enroll our child?", "We do not understand the local language" to "We don't think education will benefit our children".

Here's a snapshot of sites surveyed in the year 2015-16:

Brick Kilns	Construction Sites	Permanent Slums	Temporary Slums	Total
384	2,457	258	142	3,241





Wherever children and parents have no exposure to the concept of schooling, the team starts "Preparatory camps" for the children. A temporary classroom is setup in a tent or a more pucca room provided by builders or hired and children are introduced to the idea of schooling and learning. Volunteers often become role models for the children, helping in setting up the camps and conducting play based activities. The children are taught basic hygiene and get used to sitting for a longer period, say their names, a few important phrases in the local language, making it easier for them to adjust in a large school with many children.

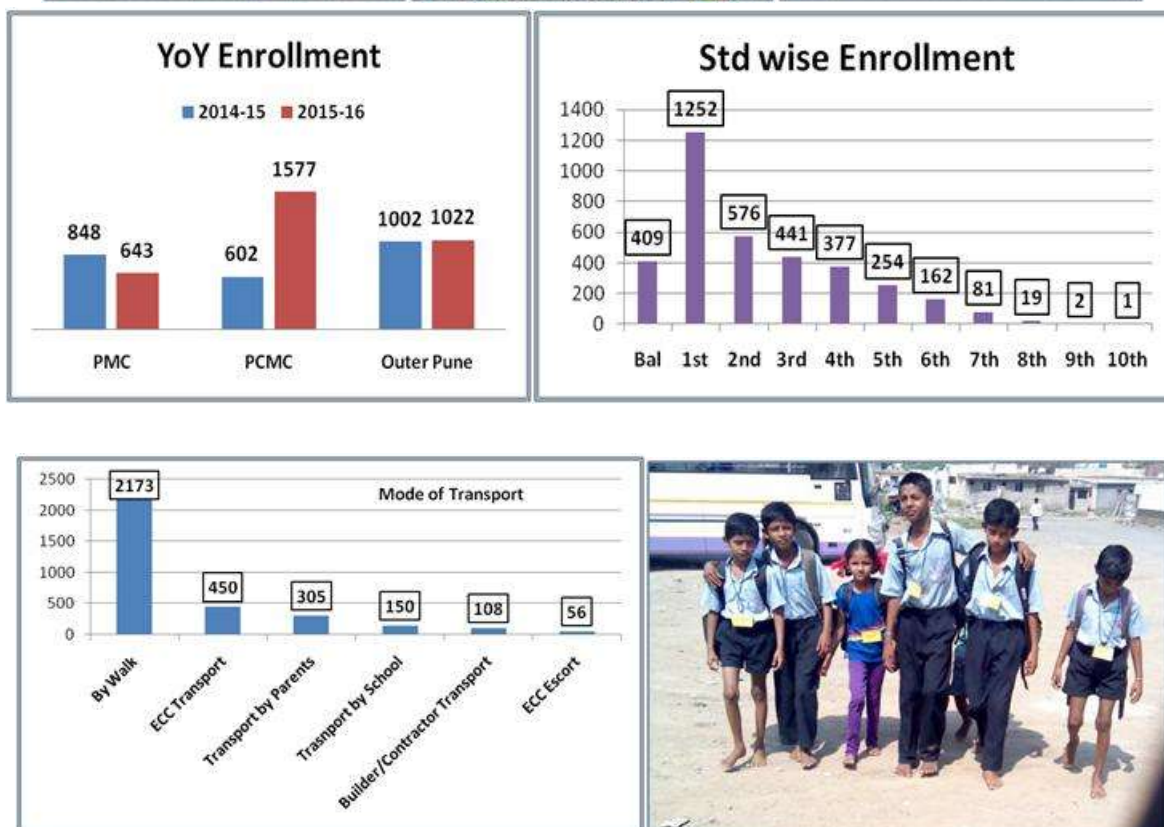


Assessment of transport needs is an important step too. The distance from schools and the presence of large highways on way to school often pose a barrier for children to make it to school. Though education is Free under the Right to Education act, school transport is not. Funds are raised by our volunteers and parents through events like Marathons to support school transport.

B) Stage 2 - Enrollment and Support:

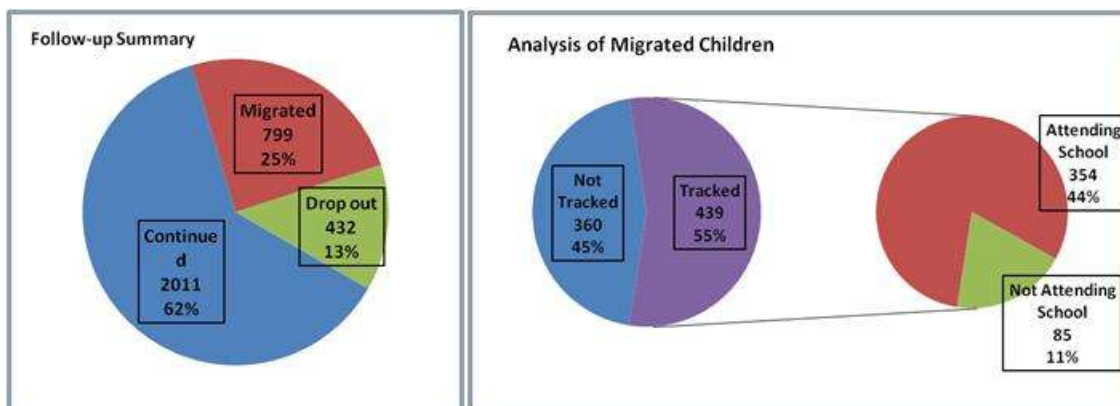
Sites with children identified during the survey phase are revisited before the start of the enrolment period in June and parents encouraged to visit the schools by themselves to enroll their children. A simple identity card called "My Card", carrying details of the children and the name of the school is given to the parents to help them provide the required details to the school. Sometimes builders need to be convinced to give the parents time off from work to complete their child's admission. While many parents are able to reach schools by themselves and complete the admission process, many more need hand-holding and need to be escorted to the schools by our volunteers and field staff.

Wherever school transport is absolutely essential, such transport is arranged. Sometimes escorts are arranged to help the children walk to school safely.

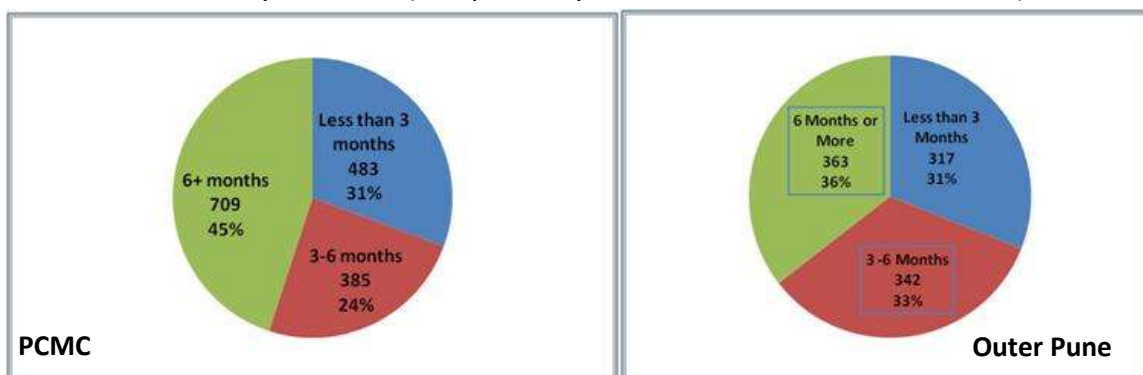


C) Stage 3 - Follow -up:

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. Many times the children have to move suddenly when their parents move and do not inform the school authorities. Given the large number of children who migrate, tracking their movement and ascertaining their continuity in destination schools is quite challenging.



Continuity in School (Sample analysis of PCMC and Outer Pune data)



Community Involvement:

Since the target group of children of the Project is 6-7 year olds, almost all of them have never been enrolled in schools before. Most of them are also first generation learners. It is necessary to prepare the parents on their role in enrollment and continuous attendance and also introduce the children to the idea of formal schooling.

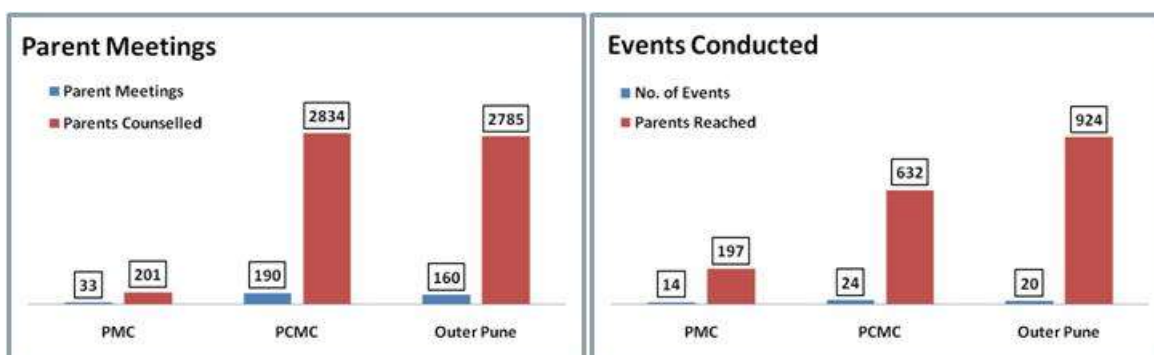
To address these, formal parent meetings are held at many locations, where the parents and children are found to be less aware and less inclined towards sending their children to schools. Parent counseling is an ongoing activity as new sites are found and the field team/ volunteers

prepare the parents for their children's schooling. Meetings to discuss transport arrangements are also conducted. Information regarding Right to Education is provided to all parents where children were enrolled. The team uses events like story-telling, puppet shows and games to gain the trust of the parents.

Republic Day was celebrated with children and parents in various ways by the ECC project team. At few places, sports and drawing activities were conducted for children and fun games were organised for parents. Parents took part in the games and enjoyed a lot. Nehru Nagar slum parents said that they had never played games, the parents opened up after the event and started sharing their feelings. One of the parents told us, “मैडम, इसके पहले हमसे किसीने इतनी बात नाही की और हमारे साथ खेला नाही। आज हमे बहुत अच्छा लग रहा है, खूब मजा आया. बच्चे भी बहुत खुश है।” (Nobody had spoken to us so nicely before this. Nobody had played with us. We are feeling great today, we enjoyed a lot. Children are also very happy...)

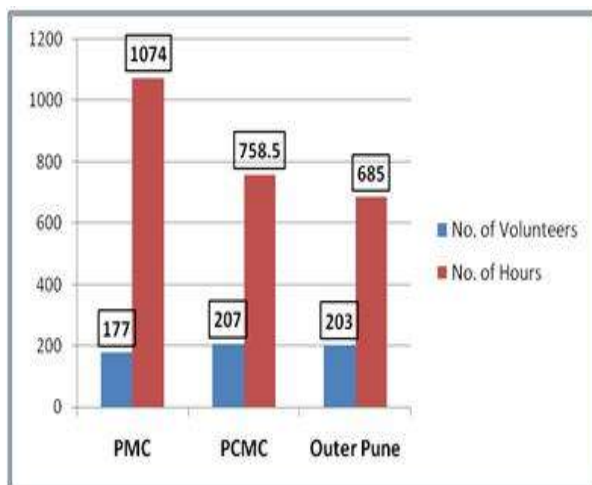
Parents are encouraged to visit the schools to follow-up on their wards progress and meet the teachers.

At many locations, builders and owners of factories/ brick-kilns have been convinced to support the enrollment, transport and after school study classes for children at their sites.



Citizen Involvement:

Citizen volunteers are an important part of this program, with many groups taking ownership of localities and raising funds for school transport. In 2015-16, 23 Organizations contributed through volunteer mobilization and participation in surveys, enrollment, and parent awareness programs. Over 500 volunteers participated in all. Door Step School would like to thank all these Organizations and Volunteers.



Currently we are in the process of developing a web platform for ECC Campaign. It provides a framework for all organizations and individuals to reach out-of-school children and enroll them and eventually follow-up. **Padmaja Joshi**, a volunteer with Door Step School helped a lot using her technical expertise - in the development of this web platform – especially in the map interfaces and mobile friendliness of the platform. Kudos to her dedication and efforts – the platform is shaping up in interactive and user friendly way.

Interventions with Government:

Efforts are ongoing to reach school staff and officials and make them aware of the problems of migrant children and the need to enroll them into mainstream schools, despite their short duration of stay at one location. Our Program managers meet the School principals and Education officers regularly to discuss issues like school transport support, having all children on the rolls and discuss problems being faced by children and parents due to sudden migration. The team also facilitates the parents' meetings by encouraging the parents of children enrolled under this program to attend the parent meetings at schools regularly.

Special Mentions:

*Last year, the ECC Team enrolled **Ujwala Rajendra Gurav** from Katkari slum, CheladiPhata into School. Since the school is approximately 2km away from the slum and her parents were not very keen to send her to school, she was irregular to school and eventually dropped out. This year the ECC team again worked with the parents and with regular meeting and follow-up Ujwala started going to school regularly and developed interest in studies. She took part in sports competition held in school and stood first in various competitions. She participated in the block level competition in “shot put” and won the first prize. Later she participated at Taluka level, where about 40 schools took part. Once again Ujwala stood first in “shot put”. She was very happy and excited. She proudly showed the medal to her parents. Her teachers and parents are very proud of her.*



Janaki's family is from Chhatisgarh. When the ECC team first met them, Janaki, a 7-year old, was looking after her neighbor's baby for which she was paid Rs.500 per month. At first, her parents were not keen to send her to school. But after the ECC team met them repeatedly and explained to them the importance of education and about free education under RTE they relented and agreed to send her to the nearby school.

Janaki attends school regularly and has 100% attendance record. She actively participates in all school activities. She is very enthusiastic about all other activities conducted by the ECC team such as games, picnic, drawing competitions etc. If any new family with school age children comes to their site, she immediately informs her class teacher who in turn informs the ECC team!

PART - 6**Parents Participation in Children's Education:**

At a glance this project has covered:

Construction Sites	365
Parents Interviewed	885
Children Enrolled	748
Children Benefited	1,214

The "Parents' Participation in Children's Education (PPCE)" program was launched in 2013, as a pilot to address "lack of parent awareness and involvement", which was a key barrier to children not being enrolled under ECC. The larger aim was to "build Parent's Capacity to take responsibility for the child's schooling".

Low parental awareness, interest and involvement stems from their own illiteracy and practical problems like the availability of Child Care Services. Migrants also face the problem of not knowing the locations of Municipal Schools and probably do not know the local language. , Lack of transport facilities, Social issues like, tradition, fear of child safety and belief that education is expensive compound the problem. As a solution to their problems, parents find it simpler not to enroll their children or simply discontinue their schooling.

Dedicated parent counselors work with communities / parents at construction sites to bring awareness on RTE, Right age for enrollment, gender equality in terms of enrolling both boys and girls, cleanliness and personal hygiene, packing a snack box instead of giving pocket money to the child, providing required stationery items to the child are all communicated through role play/street play.

The program started in two areas of Pune – Kondhwa and Mohammadwadi and has expanded to Hinjawdi and Wagholi in 2015-16.

शिक्षणमित्र मेळावा / Shikshan Mitra Melava - Get together of Shikshan Mitra

One of the goals of "Parents Participation in Children's Education" is to equip parents at construction sites with the know-how of school enrolment procedures and migration formalities. What better way to achieve this than by making the parents do it themselves!

A parent or an older child is chosen as a "Shikshan Mitra", and they act as educational promoters. These "Shikshan Mitra" are trained by the DSS staff to share information about the nearest school, enrollment procedure etc. to any new family that moves to their site. They also talk to the parents if their child misses school for 2-3 days at a stretch to encourage the

attendance of the child. After three months, this responsibility is handed over to another parent.

A get together of “Shikshan Mitra” was organized in the month of August at ZP School, Undri. By the end of the session, these parents felt empowered knowing that they were capable of continuing their child’s education no matter where they may migrate.

Around seventeen parents participated in this event, a small number but definitely a small step in the right direction!

"Shikshan Mitra" Melava



PART -7

School Intervention Program

Project Grow with Books

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 the migrant population 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:

This 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 40 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 (Std1 to 4)	240	35,154
Lending library (Std. 1 to 4)	240	28,308
Lending library (Std. 5 to 7)	100	11,260
Book Stock	2,56,515	
Book Publications: Bhashik Khel and MulanchyaJagaat		

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 1.5 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 more than 300 book fairies.

Special Mention:

***Samruddhi Narawade**, mother of a child from 1st 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 2015-16:

- Project Grow with Books spread to 20 new schools.
- This year we worked in 50 schools with the School Management Committee 'SMC'. Along with trainings we also organized exposure visits for the members.

- Through our observation we also noticed that the Principals and teachers need to look at the SMC as a tool used for the betterment of the school. Hence we organized a training session for the school staff.
- PGWB was also introduced in Mulshi and Maval Taluka for the first time in 2015-16.
- Along with the Book Fairs that were conducted like last year, a Math exhibition called 'Ganit Jatra' was also organized.
- The Asst. Education Officer was so impressed by this event that she has ordered all the school teachers under her to organize a similar event in their respective schools.
- Bridge classes were started in Mulshi schools with an objective to enable the children to read standard 1 level prescribed text books.
- 19 children from DRDO site were taken to Digambarwadi School, Warje on 28th August for Book Exhibition. Children got to see different books, attend a puppet show, and engage in various educational games and origami. Children enjoyed the exhibition. Since then children on their own regularly read newspaper and discuss main news in front of teachers.



Ganit jatra, Pustak Melawa The DSS stall at 'Chala Wachan Ranjak Banvuyat'

Impact 2015-16:

We are conducting special sessions for 1st standard children since 2011. We compared the 2nd standard levels of children since then. This comparison was done for 40 schools in Pimpri-Chinchwad area.



PART 8

Parivartan Training Center

Objective of Parivartan Training Center is to provide training to the DSS personnel keeping in mind the below goal-centric approach for improving their skills and capacities so that they can implement and deliver the Project objectives:

- 1) Reduce the gap between employees' skill and the skill set required to attain the goals of the organization.
- 2) Employee's objectives should be aligned with organization's objectives.
- 3) A seamless movement of employees from one project to another project should be possible.

1. Trainings provided by the Parivartan Training Centre:

April 2015 to March 2016				
	Training Type	Training duration in days	Trainings imparted	Number of staff trained
Project Foundation	New Teachers' Training	15	1	13
	Teachers' Refresher Training	1	45	33*
Management Trainings	Directors, Area Coordinator, Unit head	1	2	21*
	Coordinator/Supervisor training PF	1	8	33*
	Coordinator training PGWB	1	5	11*
	Supervisor training PGWB	1	7	18*
	PPCE – ECC Staff Training	1, 2	4	26*
	All Projects coordinators, ECC+PPCE Team, trainers	1	1	30
	Admin Staff	1	11	15*
	Trainers' training	1	4	10*
	Trainers' training	4	1	12
Project Grow with Books	New Book Fairies Training	1,7,10	8	20*
	Book Fairies Refresher Training	1	70	31*
ECC Book Fairies	New Book Fairies Training	8	1	25
	Book Fairies Refresher Training	1,2	9	15*
Other NGOs	Satkarm Foundation	15	1	5
	PMC school Supervisors Training	1	1	80
	Mashal Organization	3	1	9
	Slum Area class teachers training	1	1	9
	CFI	2,3	2	16*
	All India Institute of Local Self Government Pune	1	2	9
	Total		185	

*same staff attended multiple training based on topics.

2. Trainings Conducted For External Organizations:

- **Children's Future India-** Is a secular, non-political, non-profit voluntary organization that works dedicatedly for the welfare of underprivileged children, their families and their communities among the tribal, slum and rural populace in India, with thrust on the state of Maharashtra. Training was conducted for them from 20 May to 22 May 2015 to educate them on how to plan reading classes to enhance reading capabilities of children. Total 14 participants were there.
- **Satkarma Foundation-** "Satkarma" is a Non-Governmental organization established to promote education to the socially and economically deprived children. Parivartan Training Center conducted a training for 5 members of Satkarma from 6 to 27 July 2015 at with the aim of providing an overview of DSS, child psychology and development, how to teach alphabets, matras, mathematics, grammar, storytelling, teaching songs and conducting classes.
- **Mashal-**Broad areas of expertise and interest of the organization are Social Services, urban and regional planning, socio economic survey and poverty mapping, technical, environmental, management Services & Rural development. A training was conducted from 20 to 22 July 2015 the training Centre which was attended by 9 participants. The focus was how to teach composite letters and how to use teaching aids.
- **Shikshan Sahyogi (Education Associates) Training** - Shikshan Mandal has started a project- Shikshan Sahyogis (Educational Associates) with the help of Pune Municipal Corporation, Corporates as well as various NGO's in Pune to improve Teaching excellence and to achieve goals of cleanliness and digital literacy. Municipal Corporation requested Door Step School to train their Shikshan Sahyogis. Accordingly, on 22nd Sept. 2015 training was organized in which 80 Shikshan Sahyogis participated. In this training information was given on how to run the reading program for 1st Std students

3. Train the Trainer:

Human Resource development is the process of equipping individuals with the understanding, skills and access to information, knowledge and training that enables them to perform effectively. We focus on this development process to do capacity building of our Trainers. We have started with "Train the Trainers" activity from August 2015. The topics of trainings were Project Management, Basics of English and Email Etiquettes.

4. Trainings by other organizations:

Sr. No.	Date	Training Organized by	Training Topic	No. of DSS Participants
1	8 th Aug 15	Khelghar	Math's	1
2	1 st Sept 2015	Indian Institute of Education	Children's Right	1
3	24 Sept 15 to 26 Sept 15	Morris Foundation	Learning Disabilities	2

5. Vedh Vidnyan Parishad:

Institute of Psychological Health (IPH)'s 5th Career Perspectives Conference was conducted in September 2015. This year's theme was 'छंद-आनंद' (Chhandananda which means Hobby). Two members of the training centre attended this Seminar

6. Annual Exhibition on "Human Brain & Intelligence"- The World of Intelligence:

Every year Parivartan organises an exhibition to expand the DSS staff's knowledge about children's education. These exhibitions are open to our staff, other NGOs, citizens, government and private schools teachers, volunteers, and funding partners. This year the theme of exhibition was **The World of Intelligence** and the subject was **"Human Brain and Intelligence"**. The exhibition was based on famous Psychologist Howard Gardner's theory on **"Multiple Intelligence"**. The aim of this exhibition was to know how to develop multiple intelligences in children through creative teaching.



PART 9

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. 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.



Tracking

We tracked **1,809** of the **3,268** children who migrated from our centres. Of the tracked children, **1,152** were confirmed to continue schooling.

Tracking of Migrated Children(6 Years and Above)				
	2012-13	2013-14	2014-2015	2015-2016
Migrated	2,643	3,543	2,852	3,268
Tracked	1,137	1,728	1,857	1,809
in% Tracked	43	49	65	55
Enrolled	962	1,013	849	1,152
in% Tracked Enrolled	85	59	46	65

PART 10

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 10 PMC and PCMC schools for Std. III 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.

PART 11

Book Publications

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.

New Publications:

- भाषिक खेल / Bhashik Khel: A collection of a few language activities conducted by DSS in order to facilitate learning among children
- मुलांच्या जगात / Mulanchya Jagaat: Under our school intervention program we work with 'बालसमूह' (Children's Group), we form groups of children and impart information about Child Rights, School Management Committee and other activities and empower the children to take various initiatives in school. In order to provide a structure to this initiative, this book was published which gives instructions about planning sessions, their objectives, and the activities.

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	3
Ms. Arnavaz Kharas	Member	Professional Social Worker (MSW)	2

ACCOUNTABILITY AND TRANSPARENCY

Distribution of personnel as per salary and honorarium (as on 30 th June 2016)				Staff details as on (as on 30 th June 2016)			
Salary plus benefits paid to staff	Male	Female	Total	Gender	Male	Female	Total
<2000	0	69	69	Paid full time	38	218	256
>2000 – 3500	1	180	181	Paid part time	0	587	587
>3500 – 5000	1	202	203		38	805	843
>5000-7500	3	180	183	Honorarium	7	20	27
>7500 – 10000	4	98	102	Volunteers*			
>10000	29	76	105				
Total	38	805	843	<i>* List of Volunteers in Many Thanks to</i>			

Registered under	The Bombay Public Trust Act 1950 The Societies Registration Act 1860
PAN :	AAATT3353 K
For Mumbai	For Pune
CA : Manit Shroff	CA : Uday A Patil
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OUR MAJOR PROJECT PARTNERS 2015-16

For Mumbai

Funding Organisation :

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Bombay Community Public Trust
BP India Services Private Ltd
BP Foundation
Charities Aid Foundation - UBS
Child Action - Sharma Foundation
Give2Asia (State Street)
Impact Foundation India (Dasra)
K. C. Mahindra Education Trust-Nanhi Kalli
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Preeti -Charity for kids in India
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For Pune

Funding Organization:

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Asmae
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Builders: 114 Construction Sites (throughout the year)	
<p><i>We are thankful to numerous individual donors who have generously contributed to DSS but whose names are not expressly mentioned here.</i></p> <p><i>Door Step School has recently launched a helpline in order to help every child get education. Call us on 986-000-8070 to report out-of-school children in your area.</i></p>	

MANY THANKS TO WELL WISHERS AND DONORS

A. B. Kasbekar	Asha Ravindra Paranjpe	Deepa Jain
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Naveen Singh	S. Kubendhirar-JLL	Tanya Frank
Neha Bhatia-St. Xaviers College	Sachin Ghanekar	Tata Consultancy Services
Neha Sinha-Tata Class Edge	Sagar Patil-UPS	Thomas Cook (India) Ltd
Neilson Chan-JLL	Saira Sara Sam	Uma Kothurkar
Ng Ka Yan-University of Hong Kong	Saiyed Aasif-UPS	Volunteers of University of Hong Kong
Nikita Mishra-Tata Class Edge	Samhita Giriraj-St. Xaviers College	Vaishnavi Pranale
Nilanjan Bhattacharya	SaminaLohawala	Vandana Bopche-TCS
Nimish Dhodve-UPS	Sanchita Mukherjee-UPS	Varsha Huddar
Omkar Warang	Sangram Samal-UPS	Varun Bakshi
Padmaja Joshi	Sangram Sanat-UPS	Varun Kuhtadi-UPS

Vidya Dalvi
Vikas Parab-UPS
Vinayak Rane-UPS
Winston D'souza-Tata Class Edge

Wong King Hin-University of Hong Kong
Xavier M-JLL
Xiaoping Wang-JLL
Yogesh Patil

Zainab Bhure
Zhans Qi-JLL

VISITORS

Alan Strang - The Brand Forum Ltd
Amit Damania
Anukriti Goyal - Aprishala
Anupam Tewary - Mahindra Intertrade Ltd.
Arun, C P - Plan India
Ashwini Jog
Carolyn Fernandes - United Way of Mumbai
Cecilia Carlsson - Carnegie Investment Bank Ab
Claire Worp - Rabo Bank
Door Step School Pune staff
Jyotsna Bhatnagar- BP India
Leo Fernandes- Copywriter - Digital Team
Madhav Anand - Charities Aid Foundation
Mangesh Tayde - BSE Limited,
Manthan Kapadia-TCS
Mayur Ankolekar
Mayuri Asar - Kalpataru Limited
Meena Gokhale
Michael Föcking
Michael Bauer - EQT Partners AG

Nayna Banerjee - Rabo India Finance Ltd
Nigel Haunch
Pankaj Ballabh - BP Exploration (Alpha) Limited
Pernilla Bard - Social Initiative
Pranita M - Tara Mobile Creches
Prof. Neela Dabir - Deputy Director (Admin), TISS
Ramesh Kacholia
Rohan Sharma- Rabo India Finance Ltd
Ruta Kanade- ICICI
Sabrina Flunkert - EQT Partners GmbH
Sanat Sahoo - State Street Corporate Services
Mumbai Pvt. Ltd.
Saswati Padhee-TCS
Shelly Manalan, Plan India UK
Simran Singh - Geomatic Ltd
Sonali-Tara Mobile Creches
Students of Smt. Kamlaben Shantilal Nathalal
Kansagra Mahila College, Rajkot.
Sumanta Chaudhari - Rotary Club of Kandivali
Sunny Pawar-Minim Charitable Foundation
Suraj Patro- Oscar
Venkatesh BR- Icreate

THE SOCIETY FOR DOOR STEP SCHOOL		
The Bombay Public Trusts Act, 1950 (Registration No. F-13279(MUM)		
Name of the Public Trust : The Society For Door Step School		
Schedule -VIII (Vide Rule 17(1)		
BALANCE SHEET AS AT 31ST MARCH ,2016		
FUNDS AND LIABILITIES	RUPEES	RUPEES
Trust Funds or Corpus:-		
Balance As per last Balance Sheet	3,443,785.00	
Adjustment during the year (Give details)		
Donation Received during the year	978,000.00	4,421,785.00
Other Earmarked Funds:-		
(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	6,494,862.00	
Any other Fund- School on Wheels Bus Fund	920,950.00	
Seed Capital	23,000.00	
Wipro Grant Interest Reserve Fund	1,001,872.00	
Staff Welfare Fund	94,600.00	8,635,284.00
Loans(Secured or Unsecured)		
From Trustee	0.00	
From others	0.00	0.00
Liabilities		
For Expenses	68,885.00	
For Advance Grant	18,991,743.50	
For Rent and Other Deposits	50,000.00	
For Sundry Credit Balance	79,300.00	19,189,928.50
Income and Expenditure Account:-		
Balance As per last Balance Sheet	61,375,843.71	
Less: Appropriation, if any transfer to reserve fund	744,861.00	
	60,630,982.71	
Add: Surplus As per income and		
Less: Deficit — Expenditure Account	26,392,160.72	87,023,143.43
Total Rs.		119,270,140.93
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 :October 8, 2016		
Mrs. Rajani Paranjpe President	Mrs. Bina Sheth Lashkari Secretary	Mr. Nitin Dadia Treasurer

THE SOCIETY FOR DOOR STEP SCHOOL		
The Bombay Public Trusts Act, 1950 (Registration No. F-13279(MUM)		
Name of the Public Trust : The Society For Door Step School		
Schedule -VIII (Vide Rule 17(1)		
BALANCE SHEET AS AT 31ST MARCH ,2016		
PROPERTY AND ASSESTS	RUPEES	RUPEES
Immovable Properties (At cost)		
Balance As per Balance Sheet	NIL	
Additions during the year	NIL	
Less: Sales during the year	NIL	
Depreciation up to date	NIL	NIL
Investments:-(FD With HDFC Ltd.)		21,000,000.00
Note: The market value of the above investment N.A.		
Furniture and Fixtures :-Fixed Assets (As per Schedule 'A')		9,395,166.00
Balance As per Balance Sheet		
Additions during the year		
Less: Sales during the year		
Depreciation up to date		
Loans (Secured or Unsecured):- Good/ Doubtful		
Loans Scholarships	NIL	
Other Loans	NIL	NIL
Advances:-		
To Trustees	NIL	
To Employees	255,039.00	
To Contractors	NIL	
To Lawyers	NIL	
To Others (As per Schedule 'D')	5,053,786.28	5,308,825.28
Income Outstanding:-		
Rent	NIL	
Interest	704,232.00	
Other Income	NIL	704,232.00
Cash and Bank Balance :- As per Schedule 'B'		
(a) In Saving / Current Account with	69,967,615.79	
(b) In Fixed Deposit Account With	12,844,008.86	
(c) With the Trustee	50,293.00	
(d) with the Manager	0.00	82,861,917.65
Income and Expenditure Account:-		NIL
Balance As per last Balance Sheet		
Less: Appropriation, if any		
Add: Surplus As per income and		
Less: Deficit Expenditure Account		
Total Rs.		119,270,140.93
The Society For Door Step School	As per our report of even date	
Jagannath Shankarsheth Municipal School Building,		
2nd Floor, Room no.54/55, Nana Chowk, Grant Road,		
Mumbai 400 007		
PLACE : MUMBAI	Manit J Shroff	
DATE :October 8, 2016	Chartered Accountants	
	10, 2nd Bhatwadi, Girgaum, Mumbai 400 004	
	M No.33715	

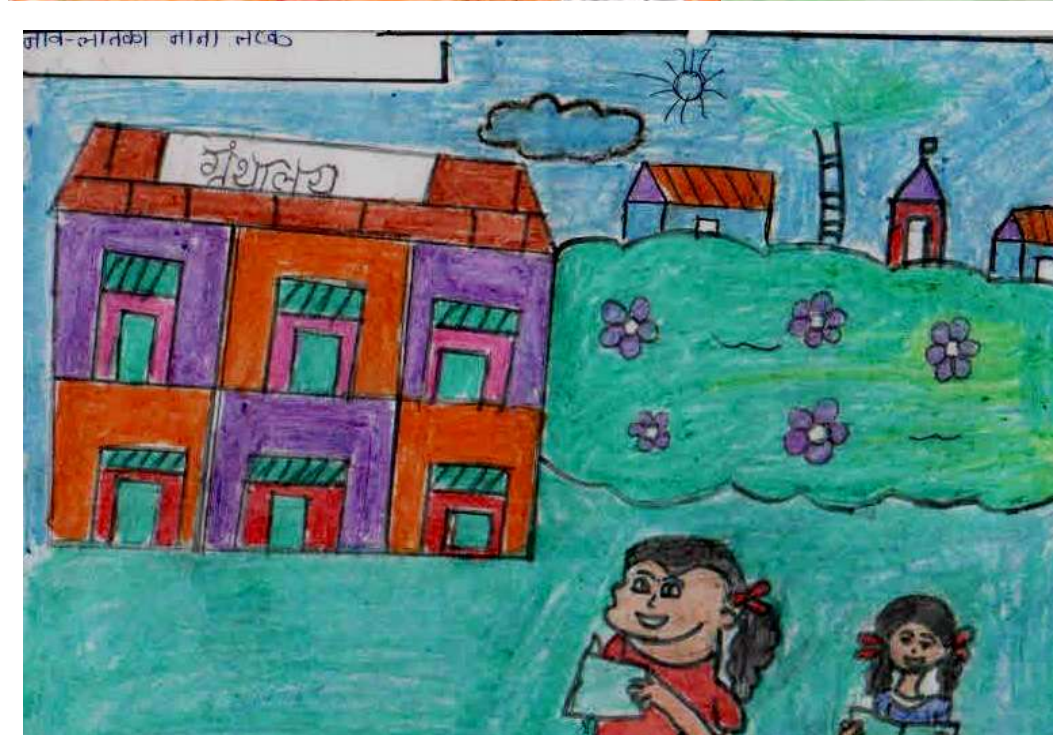
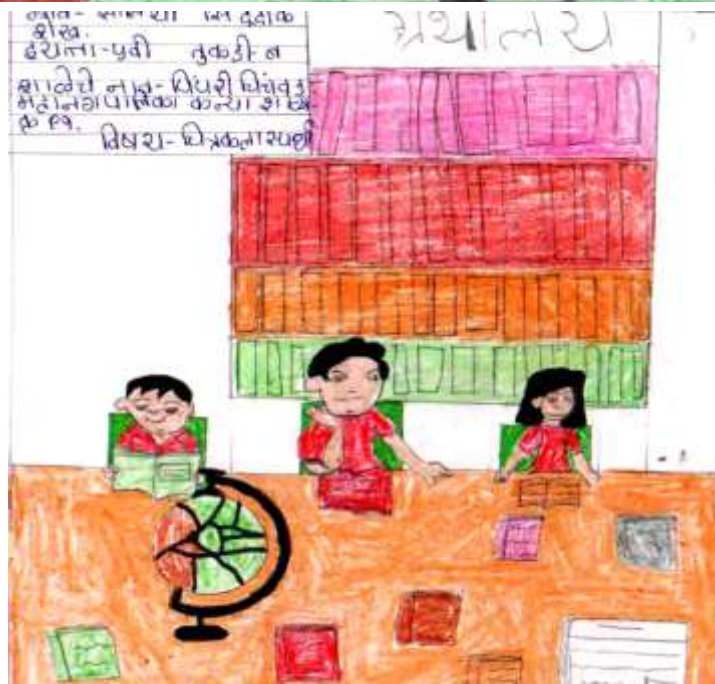
THE SOCIETY FOR DOOR STEP SCHOOL		
The Bombay Public Trusts Act, 1950 (Registration No. F-13279(MUM)		
Name of the Public Trust : The Society For Door Step School		
Schedule -IX (Vide Rule 17(1)		
INCOME AND EXPENDITURE ACCOUNT FOR THE YEAR ENDED 31ST MARCH ,2016		
EXPENDITURE	RUPEES	RUPEES
To Expenditure in respect of properties		
Rates, Taxes, Cesses etc.	NIL	
Repairs & Maintenance	NIL	
Salaries	NIL	
Insurance	NIL	
Depreciation(By way of provision of adjustment	NIL	NIL
To Establishment Expenses		NIL
To Remuneration to Trustee		NIL
To Remuneration (in the case of math) to the head		NIL
of the math including his household, expenditure, if any		
To Legal expenses -Professional Fees		237,144.00
To Audit Fees		110,000.00
To Contribution and Fees		NIL
To Amount written off:		
(a) Bad Debts	NIL	
(b) Loan Scholarship	NIL	
(c) Irrecoverable Rents	NIL	
(d) Other Items- Loss onAssest Scraped	189,851.00	189,851.00
To Miscellaneous Expenses		NIL
To Depreciation		2,164,721.00
To Transfer to Specific Fund- Staff Welfare Reserve		1,001,872.00
To Expenditure on Objects of the Trust		
(a) Religious	NIL	
(b) Educational	95,993,490.34	
(c) Medical Relief	NIL	
(d) Relief of Poverty	NIL	
(e) Other Charitable Objects	NIL	95,993,490.34
To Surplus Carried over to Balance Sheet		26,392,160.72
Total Rs.		126,089,239.06
The Society For Door Step School		
Jagannath Shankarsheth Municipal School Building, 2nd		
Floor, Room no.54/55, Nana Chowk, Grant Road, Mumbai		
PLACE : MUMBAI		
DATE :October 8, 2016		
Mrs. Rajani Paranjpe	Mrs. Bina Sheth Lashkari	Mr. Nitin Dadia
President	Secretary	Treasurer

[illegible]



'Naming the Street' was a campaign run by Door Step School Mumbai
 Name the unnamed bylanes in the slums with the names of children who are beneficiary of Door Step School and
 have continued or completed their education through difficult circumstances.







Door Step School – Mumbai

Jagannath Shankarsheth Mun. School Bldg
2nd Floor, Room no. 219(54/55) Grant Road, Nana Chowk
Mumbai 400 007, Maharashtra, India
Contact us on : +91-22-23826343 /23859203
Email : mumbai@doorstepschool.org

Door Step School – Pune

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Aundh, Pune 411 007
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