

The Society For Door Step Schools



Annual Report 2020-2021



Door Step School

Education Moves On To Every Doorstep

Visit us on <http://www.doorstepschool.org>



On August 02, 2020, Mr Sunil Sathyavolu from ProfileDotApp went live in conversation with Rajanitai in their series of GRIT stories



On the occasion of Navratri, Loksatta entered in the world of 9 female warriors fighting for various causes and defeating the demons of illiteracy, atrocities against women, and the like. We are very proud to have Rajanitai who was featured as one of them



Ms. Vaidehi Thakar, Whole time Director of The Indian Express (P) Ltd & Executive Publisher Loksatta handing over donation raised under Loksatta- Sarva Karyeshu Sarvada 1.9.2020



From the founder's desk

Dear Friends,

2020-2021 was a year of mixed feelings, overcoming the first lockdown and threat of second waves. Despite many hurdles and challenges in the field we were still able to teach more than 80000 children altogether in both the cities, Mumbai and Pune. Hybrid model of teaching online and offline has worked very well to sustain many children in the flow of education.

While the school remained closed for the whole year, the struggle to learn amongst children remained unanswered. As experts pointed out only 27% of households in India have some members in the family with internet access (source ; study by a scholar from Indian Statistical Institute in Delhi.) The introduction of the Digital Learning program was a big benchmark to be achieved by Door Step School during the period. We could reach out online to more than 6000 children in Mumbai and 46000+ in Pune through various educational programs.

As per Door Step School Mumbai survey conducted in June 2020 findings, 69% of children found studying daily with the help of parents or DSS teachers. Most of these children were reported benefiting from What's App based classes started by Door Step School.

During the period, working with parents was crucial and important. At Pune, we worked with 8741 parents to continue education of their children and more than 9000 families of school going children were followed by home visits.

It was a good opportunity to build a link between home and school because parents during lockdown were willing to help their children with their studies. Right now, parents in India [irrespective of socio-economic strata they belong to] have a sense that since schools are closed, they are supposed to do something more [for their child's learning]. Therefore, closeness between school and home has been established, and not just for academic purposes, but also to help the child grow in his or her entirety.

The children's families were helped substantially through distribution of food kits including grain to 3466 families in Pune and around 3000 families in Mumbai .

This year it was not be about academics only; mental health was in the focus too , Awareness sessions and counseling on Mental Health by MPOWER, talking on stress management, coping online learning etc. were few interventions successfully conducted for more than 2000 children of Mumbai.

Countless number of Awareness sessions on COVID -19 with children and parents of Mumbai and Pune were conducted. A survey conducted in June 2020 also resulted that 67% of respondents were well informed about COVID-19 and knew the precautionary measures.

People who are already at a disadvantage are affected more than others in times of crisis. As it's important to keep a close watch on attendance of students in the catchment area with a vulnerable population. So, one way to make sure that a vulnerable or disadvantaged child doesn't fall off the track is to target and monitor their attendance closely and find solutions to get them back to school.

Connecting with children in communities is one of the best options available for vulnerable children to bring them back to school.

Let me close my forward with these remarks -Covid-19 in 2020 has proved a landmark for creating faith and assurance amongst parents, schools and communities for Door Step School in partnerships with our donors.

Thank you for standing by us every step of the way and helping us reach out to every child and offer an opportunity to bring some stability into their lives.

With faith & goodwill,

Rajani Paranjpe
Founder, President

Bina Sheth Lashkari
Co-Founder, Secretary, Director


- કુલિ બેઝિંગ સેલેક્ટ
જાન- 6th / 38-12

ਪ੍ਰਸ਼ਨ: ਕੌਣ ਹੈ ਤੇ ਕੌਣ ਕੀ ਕਰ ਰਿਹਾ ਹੈ ?

$$= \frac{\text{जलजनित अम्लराज संवेग}}{\text{कुल } E^{\frac{1}{2}} \text{ पर } -1}$$


हम निम्न-लिखित से बचते हैं। यदि के 10 तरीकों से
कोई एक बार सब से हमारी बारी का लेखक हुआ
सब लोग से हुए हैं। न कि किसी एक में आता-जाता
ना कहीं बाहर जाता। सब पहिला सब सब बहुत अच्छा
(हम में से है।)

किर एक दिन किसी का मेरा बहुत अच्छा
 जन्म। फिर किसी ने मोम में से छोट्टी किया, कुछ कीकिया
 ओ 'हेरी'। छाया डर उस छोटी। छोटी का होने लगा।
 एक दिन उसी किसी अच्छा मेरा मेरा मेरा मेरा मेरा
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 यह विडियो के बारे में बनाया हमी से
 इस सब जन्म बहुत है


$$\frac{1}{2} \text{AT} + \text{PSCN} = 12.2009$$


23 मार्च 2020 को अद्यतन

कोरोना वायरस एक वायरस है जो भारत देश में फैल गई इसी कारण हमारे भारत के प्रधानमंत्री ने भारत में लॉकडाउन लगा दिए।

परिवार पर असर-कुछ 
परिवार में फाट न गिरे इसके कारण उनका
युज्योप्राप्त न हो पाता। वह धुके, भयसे रह जाते
इस वजह से लोग को जहाँ राशन मिलता तभी
वहाँ जाकर खीड़ लगाते और वहाँ अगदर
अके जाते। इस वजह से लोग दूधर-उधर
आते, कहीं-कहीं लोग राशन के लिए
झगडा करते।

નામ:- દિમાની શાહ
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About us

Door Step School or DSS began its work in 1989, with the aim of addressing illiteracy amongst the marginalized sections of society. There was an urgent need to address the issue of children being dropped out of municipal schools, and with time it became more and more apparent that the need was to take education to the door steps of these children. Today, Door Step School runs 100+ street schools and has reached more than 1 million children through community based educational services as well as our partnership with corporation run schools in Mumbai and Pune.

Vision

To be an instrumental force that brings development to children

Mission

All children deserve to be educated. An alarming number of India's urban poor remain without an opportunity to receive formal education. Our mission at Door Step School is to bridge this divide, using innovative programs 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.

Outreach 2020-2021

Programme	Mumbai	Pune	Total
Direct- Community Based	10945	15652	26597
Municipal Schools	9157	--	9157
Online	--	46345	46345
Total	20102	61997	82099





DOOR STEP SCHOOL, MUMBAI

1. Highlights 2020-21

- Endlessly during Covid 19 epidemic continued uninterrupted education to 20000+ children across 100 pockets and 37 Municipal Schools children of Mumbai in various communities.
- Successfully implemented hybrid model to learning online and offline to the most deserving children.
- Effectively implemented '**Digital Learning Programme**' for more than 6000 children with introduction of 400 digital devices.
- Digital curriculum, digital teaching teacher's training, and bringing the Door Step School- Mumbai learning resources on digital platform are some of the key learnings of this year.
- 568 children were facilitated with the online enrolment process and documentation to get registered in formal school.
- Direct interventions with 582 most deserving out of school street children and their parents of Mumbai through School on Wheels
- 709 Balsamuha children from 12 to 14 age group were empowered on their social values and life skills and facilitated to arise as change leaders in their respective communities
- 1500+ children were kept in main streamline of education by providing them worksheet though use of social media platform-What's up.
- 8100+ children were provided with an access to the reading language book to develop their linguistic skills via reading programme.
- 110 teachers were benefited of 72 Days online training provided by training cell to improve in teaching skills and adopt new practices.
- 60 **Mental Health webinars** were conducted with **2064** children to help them to cope up with the covid 19 pandemic.
- Directly and indirectly worked with the parents, supported them emotionally and mentally and made aware on their support to their children in availing quality educational services and continue their education in future too.
- More than 3000 families and children affected because of corona and loss their jobs were supported by provision of grains and educational material.
- Suvarna Kavade teacher of Door Step School-Mumbai was felicitated for as a **Carona Yodha** for her contribution for corona safety measures taken for the children's learning.

2. Door Step School -Mumbai in News 2020-21:



Loksatta newspaper featured Door Step School and began fundraising for us through their newspaper for sustainability of the organisation and digital provisions to children.



Mrs Bina Sheth Lashkari our co-founder participated in a webinar held by the platform of Fearless Educators. She provided her take on innovative solutions for teachers and principals in the field of education, especially in such tough times.



<https://zeenews.india.com/marathi/video/mumbai-door-step-school-for-poor-kids/533810>

Aljazeera Article

Where are they now? The Graduates of India's Door Step School article

<https://www.aljazeera.com/features/2020/10/12/where-are-they-now-the-graduates-of-indias-doorstep-schools>

The Guardian Magazine Article

How renamed streets in Mumbai's slum are encouraging children to study article
<https://www.theguardian.com/global-development/2020/aug/05/how-renamed-streets-in-mumbais-slums-are-encouraging-children-to-study>



India in Tanzania (High Commission of India, Dar es Salaam) posted the interesting real life story of Our Usha Teacher, how technology can be leveraged for social upliftment even during the pandemic times.

Social Campaign by Lenova India Pvt Ltd.
TheBetterIndia

3. Outreach


PROGRAMME	ONLINE*	NUMBER OF CHILDREN
Community Based Educational Programme	2550	10363
School on Wheels	570	582
School Partnership Programme	880	9157
School Parents Smart Phone Whatsup Group	2000	--
Total	6000	20102
<i>* Children covered online are not the unique number as after some time they were called for physical classroom learning's and digital learning programme were continued with them.</i>		

3.1 Details of Children In Educational Programme

Programme	Age Group	Activities	No of Units	No of Beneficiaries
Community Based Educational Programme	3 to 6 years	Balwadi	47	1594
	7 to 14 years	Study Class	31	814
		English Study Class	20	561
		Science Lab	8	261
		Maths Lab	8	261
		Computer Center	250	2014
		Community Learning Center	90	1375
		Home Lending	18	1781
		Study Center	3	324
		Mobile Van Library	5 locations	647
		English Speaking Lab	1	74
		Non Formal Education Class	1	18
		Total		9724
School Partnership Programme in communities (37 municipal schools covering 9157 students)		First Step Forward	8	80
		Remedial Class	26	329
		Home Lending & Library	41	3974
		MCGM Balwadi	9	275
		Whats' Up group	97	2104
		Worksheet given	00	682
School On Wheels	7 to 14 years	Balwadi,	1	42
		Non Formal Education Class	18	520
		Study Class	1	20
		Total	20	582
Balsamuha	10 to 14 years	Community	25	639
		School Partnership Program	2	70
		Total	27	709
Training Cell	Ongoing Training For Teachers/Area &Community Coordinators/Trainers		Total 72 Days of Training Conducted by Training Center	

4. Door Step School-Mumbai Program Model

Door Step School Program Model

					
Child Centric	Flexibility in Program	Innovative Approach	Integrated Program	Cost Effective	
WITH COMMUNITIES					
					
Balwadi	Study Class	Community Learning Center	Computer Center	Balsamuha	Science And Maths Lab
WITH SCHOOLS					
					
First Step Forward	Remedial Class	Reading Promotion	Library & Home Lending	Balsamuha	
					
SCHOOL ON WHEELS		TRAINING CENTER			



5. Response to Covid-19

Even this year too COVID-19 epidemic continued to interrupt children's education around the world. Children from deprived background were severely disturbed economically and emotionally. Not even only children were affected but at the same time parents were truly strained for their children for their academic development. Most of the beneficiaries of the project and their families have taken major heat due to the lockdown. Many of our children's parent come from the weaker section of the society with limited livelihood opportunities hence were not able to serve the family due to uncertain extensions of lock down.

The schools were closed, and Children were not able to get any direct support in education. Apart from loss of education, children were also suffering with many issues during lockdown. Both children and parents were locked at home and were not able to perform any physical activities in a small size of house.

With **Digital Learning Project**, we have provided 400 digital devices for online learning in our classes and has been able to provide uninterrupted education for more 4000 children during the academic year. Door Step School have continued operating existing programs and classes for small group of students with limited number of hours. In addition to those classes, digital learning was incorporated in input delivery. In the digital learning class, they use digital devices to reinstate their daily learning's through online videos or offline computer games and quiz. The same was followed for all classes' students. Study class students have learned language and Math using devices, Science lab students can explore more in science project available online.

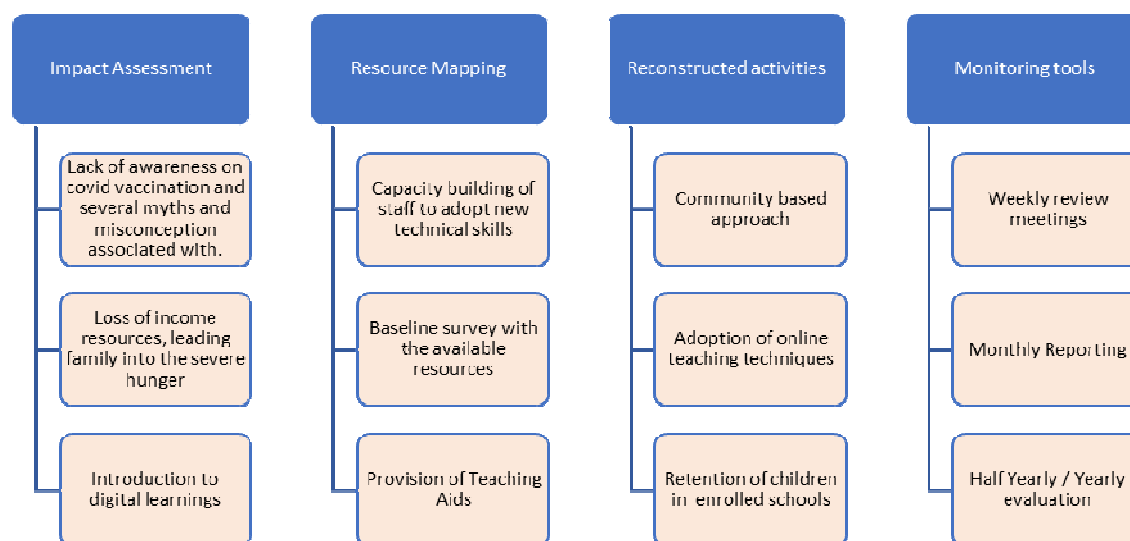
Online Mental Health sessions has been one of the key effective interventions that we have initiated to support children and parents to deal with the consequences of this global pandemic situation of COVID 19. Children and parents were educated on how to manage their stress and cope up with this epidemic condition. Children and parents' response to this program was outstanding and the maximum active participation was observed. 60 **Mental Health webinars** were conducted with **2064** children to help them to cope up with the covid 19 pandemic.

Post some relaxation in COVID 19 our primary approach has been community-based activities along with online sessions in certain cases wherein offline activities were not possible. We have adopted many of new implantation strategies such as Lane wise classes, Distribution of worksheets at home to support children to get them back into the main streamline of education. Even though it was quite challenging to connect with children and parents directly in an effective way, we were able to reach out to the maximum beneficiaries in both the ways online and offline.

In the view of corona virus outbreak, the schools were shut in Mumbai since March, 2020, leading to disruption and indefinite suspension of many educational activities to maintain the momentum of studies and to close the gap in curriculum-driven learning.

Since Schools were closed and children also were scattered all over the places, we had to shift our focus from schools to community bases interventions. DSS have given its best to reach out maximum children by adopting many new strategies online-offline to support children to continue with their learning's with the help of our dedicated and passionate field staff.

Many of our community members lost their income and livelihoods due to pandemic and struggled a lot to cater their family needs. In result to this many of young students had to find some livelihood to support their parents and hence were not able to focus on their studies, but gradually this situation has been improved and young children were motivated to focus on their studies.



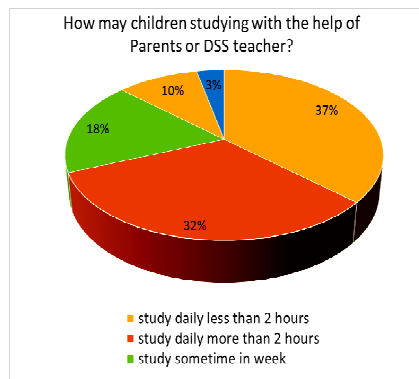
5.1 Covid 19 community impact assessment survey:

The survey was conducted using google form with the below objectives.

- To assess the Impact of COVID 19 on Door Step School beneficiaries and communities
- To find out Quantum and trend related to Impact of COVID 19 on Employment, Risk taking behavior, migration, online education.
- To understand possible solutions for providing educational support to children during and after lockdown period.

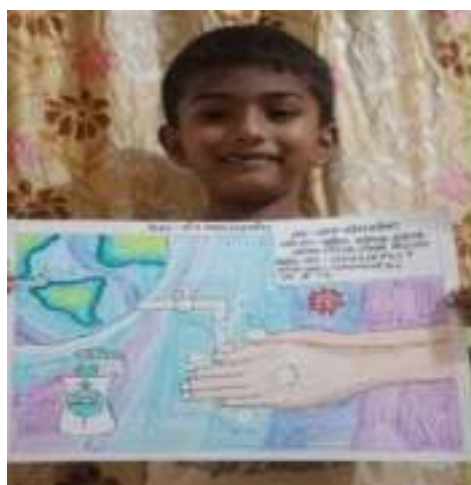
5.2 Findings:

- ✓ 600+ people were interviewed and responded to the survey those had **smart phones with internet connectivity**.
- ✓ 32 geographical locations were covered across the project area.
- ✓ 2% of geographical locations were in contentment zone
- ✓ It was observed that 67% respondents were about COVID-19 and know the precautionary measures.
- ✓ Around 88% of the population were locked in house and 4% did not follow any pandemic protocol
- ✓ 32% of the population were found jobless and left with no family income resources
- ✓ 69% children found studying daily with the help of parents or DSS teachers. Most of these children were reported benefiting from What's App based classes started by Door Step School.



5.3 Covid 19 awareness sessions:

Multiple awareness session on covid 19 was performed regularly for the children and their parents. The primary objectives of the sessions were to teach children and parents the use of masks and sanitizers, keep safe social distancing and practice hand wash techniques, and take care of all safety precautions during the pandemic. The response from the beneficiaries to this intervention was remarkable. Following are a few expressions of children on Covid19 safety measures



5.4 Food Grain Distribution:

It was observed many of our beneficiary families were in desperate need of essential food resources. Majority of them were fighting to generate resources as they have lost their jobs and income channels. As a part of immediate response to we provided ration kits to more than 3000 families covering approx. 12000 lives. Some of the children were provided with educational material to avoid educational loss.



6. Restructured activities with community-based approach:

Education at Door Step of children had work very well at this period. The school remained closed and with limitation mobility of children the classes in communities had very encouraging response. The availability of local teachers had added value during pandemic time whether it is teaching children lane wise, distributing worksheets, books, grains all possible because of local teachers.

The interim objectives of the reconstructed activities were achieved through a set of community based educational programs at the school level now at communities' level on a periodic basis. The communities nearby schools were mapped out whereas most of the children of adopted schools were located. Our geographical spread out has been starting from south Mumbai to M ward of Eastern Mumbai and spread till Mira Road in western Mumbai along with some part of Sanjay Gandhi National Park (Borivali) and Arey Milk Colony this year. In 2020-21, we reached **10945** children in more than **100** communities and **20** sites of School on Wheels. We have diverse programs communities that help children in the age group of **3 years to 18 years**.

6.1 Primary Activities:

Balwadi: it is a pre-school preparation program where 3 to 6-year-old children are prepared for school and entry into school is ensured as soon as the child is of eligible age. The Balwadi thus serves as a preventive measure preventing them from growing up into illiterate adulthood. In this year 1594 children benefited through 47 Balwadi classes conducted in communities. This year 90 % children attended more than 50% of the classes which are conducted every day from Monday to Friday all around the year. 87% children who were enrolled in Balwadi were sustained till the end of year.



Abdul lives with his 12 other family members in Natwar Parekh compound area. His father is a rickshaw driver by profession and some of the other members work from home on garment products. When he was introduced and enrolled to DSS Balwadi center, he used to cry a lot and always run away from the teacher and class. He was totally uninterested in academics and learnings. Our teachers used to make him sit forcefully into the classroom and observe the classroom activities happening around him. However, he used to run away from the classroom.

Our Balwadi Teachers decided to make a home visit and explained the situation to his parents, however there was no much response from the parent's side, this affected his attendance in to the class. Our teacher again made a home visit and convinced his parents on importance of life skills, education values and how much it is important to grow in a life in order to achieve a good future ahead. His parents were convinced on these terms and they started sending him regularly to Balwadi classes.

Initially, Teachers allowed Abdul to attend the calls for some time and leave in between till the time he generates his full capacity of interest in the classroom activities and get into the learning streamline. Whatever time he used to be in the class, during that small period, teachers made him more comfortable with the classroom environment, treated him as a friend, had lots of dialogues with him, tried to involve him into the activities.

Gradually, we could see that Abdul started attending full time class, actively participating into the classroom activities, stopped crying in between, started taking some classroom responsibilities like distribution of teaching aids amongst other students.

Study Class: The primary focus of this program is to improve in literacy skills of school going children of std. I to IV in slum communities. Many of this first generation learns children tend to drop out when they are unable to cope with their studies. We encourage this child at risk to continue with their studies within the formal set up.

In this year **814** children benefited through **31** study classes conducted in communities in both the formats online and offline wherever is possible. The assessments conducted at pre and post level showed encouraging results as shared in the chart. This year **87%** children attended more than 50% of the classes. **91%** children who were enrolled in Study Class were sustained till the end of year.

Methodology and assessment tools were used to monitor languages building skills.

- **1st Level:** Recognition of 21 alphabets 3 Matras and formation of words from it, 45 sight words, and self-expression on myself/or a picture talk
- **2nd Level:** next 24 alphabets, 3 new matras, words and sentences from it, full stop, punctuation, conjunction, gender identification and its use in the sentences, new 45 sight words, storytelling in own Language.
- **3rd Level-** 4 new joint alphabets, 1st and 2nd level revision, 4 new matras and formation words and sentences from it, use of grammar and punctuation, question mark, New 45 Sight words and write a paragraph in own language.
- **4th Level-** introduction to 3 types Joint words, formation of new sentences and words from it, building a paragraphs and grammar part.

The assessment showed encouraging results in this year

27% children were not able to read basic letters at the start of year and at the end of year 66 % children were able to read basic words and Matra's

89% children from 3rd and 4th class already crossed the desired level set for them in language (sentence formation and grammar). Now these children need only practice to sustain this achievement

More than 94% children could understand the numbers more than 50 and could do it simple addition and subtraction of the two digits.

91% children could easily recognise time and also were able to solve money related questions.

Tanvi Vishnu Chaudhary, a 10 years old girl was beneficiary of DSS Study class programme.

She stays with her parents in one of the biggest slum pocket of Mumbai town in a rented house. Both parents leave for the work early in the morning hence Tanvi has to perform all the household responsibilities as such filling the water early in the morning, sweeping and washing, take care of her younger sister etc. Due to all these types of tasks that she has to perform in her mother's absence at home, she was unable to give time to her studies and also could not attend her online classes as she doesn't have an android mobile phone at home.



Tanvi was introduced to our Study Class program through mobilization drive by our teacher on ground. When she was enrolled into the program her parents were reluctant to send her for the studies, because she would spend time in the classes and would not be able to complete her household responsibilities, therefore.

Our teachers convinced her parents and made them understand how important is to study now day and how Tanvi can grow in her life. Then her mother showed some interest in taking care of household responsibilities and allowed Tanvi to focus on her studies.

In a result to this, Tanvi started attending classes on a regular basis, found more focused and attentive in the classroom. Our teacher paid more personal attention on her growth, focused on building mathematical skills, improving reading skills, cleared all her doubts and connect from time to time. Gradually it was observed that Tanvi was brought into main streamline of education, was found more focused on her studies. Her dream is to be a very good professor so that she can pass on her learning to others and contribute in developing new generation.

English Study Class: This program completed 6 years in 2020. We started with small pilot program and today it reaches to **561** children through **20** classes in 3 communities in Mumbai. This is robust program focusing on English language development through in class input as well as through Spoken English IT lab. We have also introduced English language in Balwadi program using daily use sight words. We have also created 28 TLM bags and 90 picture talk charts for teachers.

By the end of this year 95% children were able in formation of 12 letters and 65% children could identify 41-60 sight words.

This year 82% children attended more than 50% of the classes.

96% children who were enrolled in English Study Class were sustained till the end of year



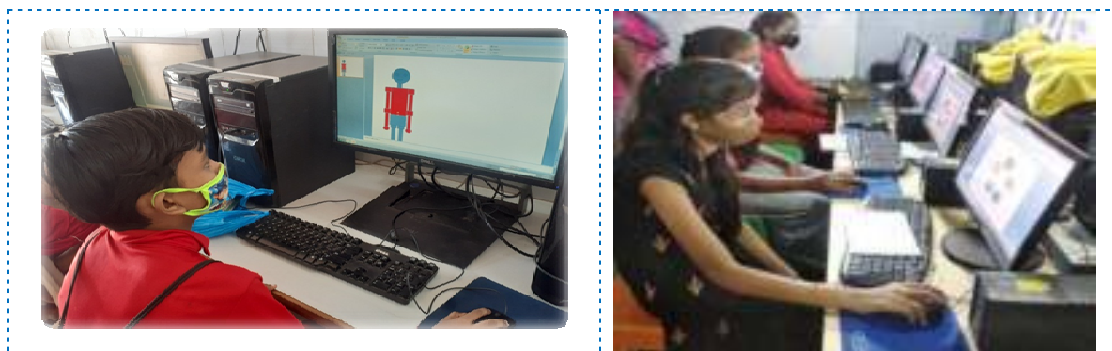
Science & Math's Lab: Science and Maths Lab, reaching to **261** children in Colaba community focus on hands on learning and are helping children to understand the concept of Math and Science through innovative activities, games and experiments as also using recycled material to create learning models. The confidence of children while conducting science experiments amazed us and encouraged us to take this project to all other communities. We are formulating our modules for both the subjects. **100% children** attending this program performed well in their school exams throughout the year. The positive response of children to online learning remained same.

- This year 95 % children attended more than 50% of the classes.
- 92% children who were enrolled in Science and Maths lab were sustained till the end of year.



Computer Centres are attraction point for children in all the communities. The best part of computer centres is, these are small and not so glorified, air-conditioned centres. Children feel comfortable and not afraid to touch the computer. This ensures they enjoy new leanings. In most of the locations there are no computer centre in the nearby and hence these centres are fulfilling the gap. Despite of Covid in small groups we try to reach children. Our computer centre caters to all children from age group of 3 to 18. In this year we have reached to **2014** children through **250** batches across 10 computer centres.

- This year 71% children attended more than 50% of the classes.
- 97% children who were enrolled in computer class were sustained till the end of year.



13 Years old Vishnu, 7th std school dropout, stays in Babasaheb Ambedkar Nagar creek area with his family. Due to lock down his family has limited earning hence he helps his mother in selling clothes on street. Whatever time he gets post his work he tries to invest in his learnings.

He was not much aware of the computer skills and feature when he was introduced to our Computer Center while attending lab program. It was that time he learned basic computer skills, which was observed he still could manage to do so though he had lost his hands on experience due to huge gap in his computer learnings. Our teachers focused on enhancing his skills, given him special attention, made him more comfortable with classroom environment.

Gradually, it was observed that Vishnu has developed his good speed on keyboard, acquired extra computer skills like mathematical with special formulas, he could also prepare various types of accounting worksheets in word and excel format as well. His PowerPoint presentation making skills also were improved tremendously. He has learnt more shortcuts keys, saving files in a particular folder and now he saves his time also in doing all computer activities by using all these formulas, shortcuts keys and many other tricks.

Vishnu says that he wants to support his mother in her business, wants to grow and take quality education in future along with his special interest in computer, hence whenever he has extra time he would like to invest that in earning computer skills. Gradually, it was observed that Vishnu has developed his good speed on keyboard, acquired extra computer skills like mathematical with special formulas, he could also prepare various types of accounting worksheets in word and excel format as well. His PowerPoint presentation making skills also were improved tremendously. He has learnt more shortcuts keys, saving files in a particular folder and now he saves his time also in doing all computer activities by using all these formulas, shortcuts keys and many other tricks.

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Digital Learning!!!



During the COVID-19 pandemic most of the Municipal schools and low-cost private schools struggled to continue the educational activities for their student's due lack of required resources available with their management. Door Step School has attempted to address this situation with our full capacity and limited resources and have executed many new strategies and kept reaching out to children and families we are working with. Our primary focus was to start children's online classes by using direct telephone calls and using what's App. Although, it was very challenging take this initiative to maximum number of children for those who do not have smart-phone; organisation have decided to help them through providing digital devices via digital library.

With Digital Learning Project, organisation have provided 400 digital devices for online learning in our classes and has been able to provide and uninterrupted education for more 4000 children during the academic year. Door Step School have continued operating existing programs and classes for small group of students with limited number of hours. In addition to those classes, digital learning was incorporated in input delivery. In the digital learning class, they use digital devices to reinstate their daily learning's through online videos or offline computer games and quiz. The same was followed for all classes' students. Study class students have learned language and Math using devices, Science lab students can explore more in science project available online.



Read all- Learn together!!

CLC, Door-to-Door library and Mobile Library van are the services, through which we provide age appropriate and adequate reading material for strengthening literacy skills and encouraging the reading habit. Good reading skills enable children to cope with their schoolwork better. The CLC also serves as a resource centre for the teachers as audio visual material, language development games and other material which they can use in class is available here. To create space for children who can't study at home we have also established study centres where children can sit and study according to their time availability. In this year we have reached.

- **1375** children through 90 CLC batches across 6 locations
- Reached to **1781** children through home lending programme
- 3 study centres catered to **324** children
- Mobile van Library served to **647** beneficiaries at 6 locations.

Community Learning Center



Home Lending



Mobile Van Library



Study Center



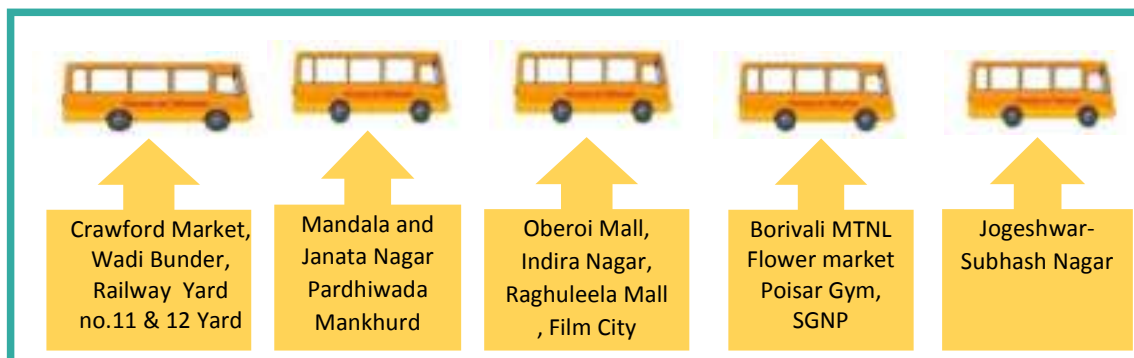
Balsamuha- (a group of 12-14 years of children emerging as leaders in their vicinity:

Bal-Samuha, are the groups of children, who come together to work for the development of the community, and work towards protection and promotion of child rights. DSS alumni comprise a major part of this Bal-Samuha. Through this venture, youth from the communities also get varied exposure and an opportunity to network with youth from other organizations. This program also enables them to be responsible citizens and empower young adolescents by inculcating knowledge and life skills. From initiation of this program, more than 500 children of Balsamuha have emerged as change leaders in their respective communities and taken up social issues like cleanliness, enrolling drop out or out of school children back in schools etc.

During the year 2020-21, **25** Balsamuha groups reached out to **639** children.



6. 2 School on wheel:



School on Wheels, is our flagship program. It's a bus designed as a mobile class room is an effective strategy to reach out to the most unreached groups of out-of-school children i.e., street children and pavement dwellers. It also acts as an emergency class room where space is a constraint. In this year we have reached to **582** children from **20** locations of 5 School on Wheels.

- This year 84% attended more than 50% of classes and 86% children continued till the end of year.
- 62% children were able to identify letters and word. 76% children could do basic number operations, easily recognise time and also were able to solve money related questions at the end of year.

Kavita, 13 years old child belongs from economically backward family from the weaker section of SubhashNagar community in Mumbai.

Her Mother and father, both are illiterate, in result to this they are working as construction labors to cater their family needs. She stays with her 3 other siblings in a raw house made by plastic material wherein water and electricity amenities are not provided by local government.



Her parents leave their home in the morning and would return at home late night due to the high volume of their construction work. Hence, Kavita is the only person left at home with the multiple responsibilities such as cooking, water filing and take care of her younger siblings throughout the day. She was strongly willing to attend our class, however she was unable to join due to the family responsibilities on her shoulder

Our on-ground team decided to address those challenges that Kavita were facing, they took initiatives to speak to her parent and neighbors as well. They her parents aware on the importance of education, how it would help her to grow as a person in life and how she could have a better life compare to she is having at present. Her parents were convinced and allowed her to join our School on Wheel program.

In coordination with Kavita's parents, our teacher developed a suitable scheduled for her wherein she could take care of her family responsibilities and attend our non-formal education classes apparently. Few days later we could see that, her mother started helping her into domestic work, she also managed to take care of Kavita's siblings with the help from other relatives and neighbors. In result to this, Kavita started attending class on a regular basis, could concentrate in a very well manner and participated actively in extracurricular activities. By now, she has also developed her interest in digital learning. Now, Kavita is getting prepared to undergo formal schooling and cope up with new environment with the help from our teachers. Her Parents say, all thank to DSS team for bringing Kavita into the mainstream of education and shaping her life

6.3 School Partnership Program:

This program works in partnership with municipal as well as low-cost private schools. Started in 1999, School partnership program works with children from Primary to Middle School as well as enables school teachers to adopt quality education techniques.

This year, the pandemic caused further shocks to the system with schools forced to shut down during the lockdown period, and the transition of students and teachers to online teaching-learning. Our students were too affected due to school closures at the onset of lockdown induced by COVID-19.

Long period of shutdown schools and children were scattered all over the places, we had shifted our focus from schools to communities and adopt new approach to continue with our educational services without compromising with quality education.

the original objectives of schools partnership programme were reworked for the interim period intervention. Such as Retention of children become bringing back to school, improvement in Quality of education turn out to be Reconnect and catch upon basic reading writing skills of children remained out of school.

In the year 2020-21, despite of many hurdles, we have been able to reach 9157 children, registered in **33 municipal schools** and **4 low-cost private schools in surroundings communities through our community learning approach**. The same approach enabled us to initiate operations with the children 275 registered in 9 **Balwadis of Municipal Corporation of Greater Mumbai (MCGM) in three wards**.

Remedial Class, is meant for students from standard 2nd to 4th who are unable to cope up with the school work. The Remedial Study Class aims to develop a child's language and Math skills to ensure learning comprehension. The progress of all children is monitored by conducting pre and post-test. Children in Remedial Class program were able to read simple sentences at the end of the year. In year 2020-21, we ran **26** remedial study classes catering to **329** school children in slum communities. 84% children attended the programme with more than 50% of the classes. **91% children were able to identify letters and word and 100% children could do basic number operations at the end of year.**



First Step Forward in school acclimatizes children who get admitted to standard 1st of Municipal School. It seeks to equip students to recognize and read alphabet and consonants as well as simple words, poems and songs to prepare them for school. The emphasis is on improving language skills of children through songs, picture-talk and poems. This is the fifth year of FSF in schools and from last two years we have started English language development through sight-words in semi-English and English schools as well. In this year, 8 units of FSF catering to **80** children of MCGM schools. 85% children attended the programme with more than 50% of the classes.

Home lending/Library Program conducted for children from standard third to seven, once in a week. It gives children access to story books, biographies and literature which is not otherwise available to them. The DSS teacher-facilitator carries level wise books for each child to home-lending which are then borrowed by children. These has helped to build and sustain the reading habit in children, develop their vocabulary. Children have an opportunity to browse through different types of literature, read and share what they have read, with each other as well as practice narration. In this year we have reached to **3974** students. The impact of program was remarkable as it has helped to keep in touched with school going children and continue there learnings.



Bal-Samuha in schools, develop positive attitudes in children from standard five to seven through leadership, self-management, life-skills training and exposure visits. In this year we reached to **70** children through **2** Balsamuha groups of schools. Children were actively involved in Covid awareness program and follow up of children.

Nikhil S Yadav, 7th std is a beneficiary of balsamuha program., Nikhil stays with his parents and sister. His father is a driver. Last year, he studied at a private school. But he was shifted to our BMC School this year. Our DSS co-ordinator paid a home visit and met his mother. She said that Nikhil borrows the mobile and keeps it with him all day, by giving the excuse that he is studying. However, that is not the case. Hence, our co-ordinator advised Nikhil to make good use of the mobile by using it for studying, as schools were shut. When he is not using the mobile, he was asked to should read and write by himself. Nikhil agreed to the same. Our co-ordinator told him that he would follow-up with his mother later, and that, there should be a change in his behaviour.

DSS co-ordinator gradually increased contact with Nikhil. We would call him, ask him about his academic progress, nudge him to participate more in meetings, etc. Nikhil was also added to the 'Bal Samuha' WhatsApp group. He began joining and participating more in these sessions. In fact, Nikhil took upon himself the responsibility to do the follow-up with other kids. In Zoom sessions also, his participation increased. Seeing his increased interest, he was added to the English speaking class. Nikhil would join these sessions on time and complete all the given home work.

Mental Health: Mental Health Program aims at reaching out to children who are at risk of having serious developmental issues which are missed out due to the lack of professional help. Mental Health is commonly understood as a person's condition with regard to their psychological and emotional well-being. We have observed that many of the children need help in mental health. This further hampers their learning and development process.

Online mental health sessions were conducted on creative ways of stress management during lockdown, building resilience and studying from home due to school closed, benefited 291 children registered in 3 schools.

6.4 Training Cell:

At Door Step School training for minimum 20 days and maximum 30 days were conducted throughout the year. This year our trainings focused on concepts and developing online teaching skills. First phase of the year was more towards setting up goals and objective for the program and the second half of the year was more focused on refreshing them with ongoing session plans and activity plans online \ offline. These trainings helped us boost the knowledge of teachers in concepts and increased their performance. The concentration was continuing on how to make online learning more effective and useful beside class room learning. . The trainings for supervisory staff enabled them to conduct parent meetings more effectively. Additional inputs were shared on identifying special needs of children and planning for individual case studies. We measure teachers' performance through regular monitoring by our field supervisors and training team when required. Apart from trainings, teachers and other staff also attended meetings with Sr. Management on a regular basis.

110 teachers benefited from 72 days of training conducted throughout the year. Each teacher has received at least 15 to 24 days of training according to the need of the program.





7. Networking and impact of volunteering

In the year, we have collaborated with various partners along with continuing our existing partners. Most of our collaborations helped directly to children in communities and in schools.

- The partnership is initiated with Mpower for the mental wellbeing of beneficiaries of Door Step School-Mumbai children. More than 2000 children participated in 60 webinars organized by Mpower.
- Mpower, an initiative of Aditya Birla Education Trust, led by founder Mrs. Neerja Birla, is a mental health organization that partners with organizations to create a positive mental health environment and stamp out the stigma of mental illness from the workplace through creative workshops and trainings. Ultimately, the goal is to de-stigmatize mental health and encourage people to seek help, without shame or fear.
- United way of Mumbai volunteers took reading activities named Reading Carnival with 113 children. Children benefited with story books and motivated for regular reading
- Anushka and Freya conducted virtual animal welfare workshop for children under their initiative project "CLAW"
- Connect For organized and conducted 4 online workshops for our 4 communities' children.
- Little Angel's International School invited our team members and children to celebrate the International Literacy Day online.
- Little Angel's International School organized a Gift of Reading donation drive for Door Step School and donated 200 books for our students.
- During Lockdown due to COVID-19 pandemic we started Online English Teaching Volunteering programs and other volunteering activities for students. Around 45 volunteers were part of our Online and offline volunteering program. Some of them were our corporate donor partners and individual volunteers.
- Sutara Learning Foundation, The Organization is, inter-alia, engaged in bringing high-quality learning experiences to all the students with a goal to empower children to identify themselves as self-confident, independent learners with a lifelong passion for learning through their **Chimple** Learning App. This will be used by more than 400 students English class.
- Arteezen Clothing, is a clothing line with a social Conscience has encouraged DSS-Mumbai child art by printing on Tshirts for sale. 10 children artwork has manifested for the cause.
- Mr. Mayur Ankolekar voluntarily conducts mathematics sessions/ workshops for our beneficiaries through out the year
- Adhyan organisation conducts geograhly, maths and science workshops for our beneficiaries



8. Challenges faced during the year

- Many of our beneficiaries moved from community to their native places, hence it was quite challenging to track them and bring back into the main streamline of education.
- Adoption of new online teaching techniques was challenging for teacher; however, they have been able to catch up it at good level.
- Managing time with children school online classes time was quite challenging
- Availability of resources to plan online session such as devices, internet connectivity.
- Reaching out the maximum beneficiaries as most of them were scattered geographically in some offline interventions

9. Future plans

- Initiate online admission process of children
- Exposure to online attendance for children and DSS staff
- Focus on digital and online learning
- Capacity building of teachers to deliver quality online education services.
- Encourage parents to advantage covid 19 vaccination benefits
- Educate parents to register themselves for getting online vaccination slots

DOOR STEP SCHOOL, PUNE

1. Impact

- Continued learning of more than 60,000 children through online and community intervention across 700+ communities and 200+schools
- Mainstreamed 661 children by enrolling them in government school
- 1998 children migrated. 68% children have been tracked. Many of these children are continuing online sessions with us
- Worked with 8741 parents towards continued education of their children. Extensive efforts were taken with 550 from seasonal migrant communities like brick kilns, stone quarry, road construction workers and the like
- Distributed 8,854 food grain kits to 3,466 families from 539 communities across the city of Pune, PCMC, and outer areas
- Conducted 100+ COVID-19 awareness sessions with children, parents and our staff members and distributed over 2000 masks
- Our Training Center – Parivartan conducted 176 trainings benefitting 1717 trainees
- Below table highlights the reach for each activity conducted with children-

	Balwadi (3 to 6 years)	Study Class / Literacy Class (6 to 14 years)	Reading class (6 to 14 years)	Home Lending / Library (6 to 14 years)	Total Reach
Online	3392	6606	23085	13262	46345
Community	987	4628	0	10037	15652
Total Reach	4379	11234	23085	23299	61997

Note: Approx. 10% children in the 6 to 14 year age group benefitted from more than one activity.



With masks on th social distancing education continued at DSS....

2. In the NEWS

- 12th June is recognized as World Day against Child Labour by the International Labour Organisation (ILO), the United Nations (UN) body to create awareness and fight against child labor. On account of this day, the article “मुलांच्या शिक्षणाचा विचार केल्यास बालकामगारांची मुक्ती” (Education can free children from child labour”) published in Hello Pune, Lokmat, spoke about the importance of educating children from all strata of society and commended the work done by DSS.



- Reported in Sakal PCMC newspaper of July 17, 2020, our attention was captured by the picture of a young boy reading a book while grazing his goats. DSS is very proud to work with a student like Rohit and his younger brother-Mauli. Since Covid has postponed re-opening of schools, we have been in touch with the siblings and many others like them through simple phone that Rohit's father owns.
- On August 02, 2020, Mr Sunil Sathyavolu from ProfileDotApp went live in conversation with Rajanitai in their series of GRIT stories.
<https://www.facebook.com/ProfileDotApp/posts/130890735344199>



- Starting from 17th Oct 2020, on the occasion of Navratri, Loksatta entered in the world of 9 female warriors fighting for various causes and defeating the demons of illiteracy, atrocities against women, and the like. We are very proud to have Rajanitai who was featured as one of them. To view, please click on the below link:
<https://www.youtube.com/watch?v=sOmFt2WN66E&feature=youtu.be>
- PMC Aundh cluster supervisor felicitated 16 of our book fairies on the occasion of Teachers Day.



3. Overview of DSS Pune Program Structure

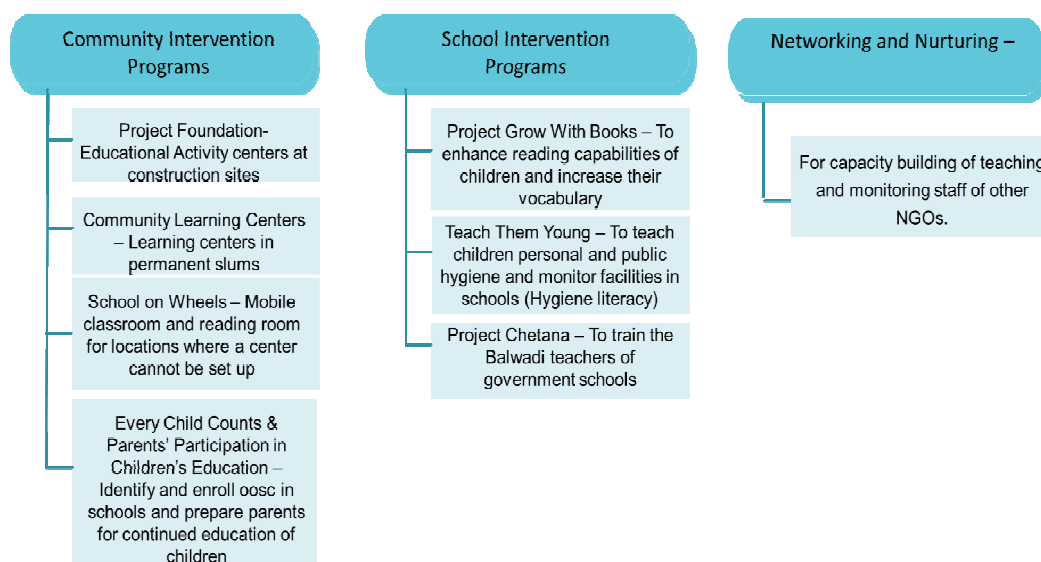


Fig.1 DSS Pune Program Structure

Our programs are broadly classified as Community Intervention Programs where we work with children and parents from migrant communities like construction labourers, brick kiln workers, waste pickers, pavement dwellers, temporary and permanent slum dwellers etc. and School Intervention Programs where we partner with Government schools. We also network with other NGOs like Child Care Institutes and train them in DSS teaching methodology along with conducting classes with their children.

4. DSS Pune during COVID-19

The year 2020 began with many challenges for the entire world. Like everybody else, we at DSS were apprehensive to face the uncertainties brought by COVID-19. With our dedicated staff and support received from well wishers and partners we continued all our programs by Re-designing the structure and implementation of activities and are proud to say that we were able to continue the learning of more than 60,000 children throughout the pandemic.

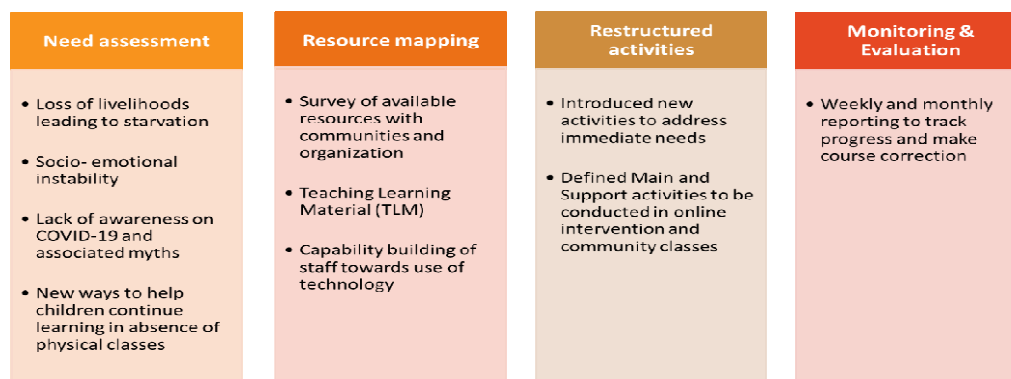


Fig.2 Redesigning of Program Structure



4.1 Need Assessment

The pandemic became worse by end of March last year. As DSS works with migrant communities, we saw the effects first hand. With jobs lost, no roof overhead, families to feed and no local support these communities were hit the hardest. Children were the most impacted as they had to stay in the confines of their home with no outside human contact. So we conducted a survey to assess the situation for immediate needs within the communities as well as across our staff.

4.1.1 Need identified within communities:

- COVID-19 relief activities were required to create awareness about the pandemic and make available essential items needed to sustain lives.
- There was a need to work with children and parents towards their emotional stability.
- Pandemic had caused a disruption in the education of children; more for those from less privileged backgrounds. So it was important to identify ways to continue their learning in absence of physical classes.

4.1.2 Need identified within staff:

- 71% of our staff were single earning members. So addressing their needs for sustenance.
- Working with them towards their emotional and physical health in times of uncertainties
- Upgrade staff to meet the new demands of using technology as lockdown had suddenly moved everything online

4.2 Mapped Resources

Since everyone was facing the uncertainties brought by the pandemic, it was necessary to assess the resources available and those that needed to be pooled in. This was done at two levels –

4.2.1 Community level:

- Identifying communities or families in dire need of essential items
- Identifying donors and CSR partners to support these families
- Connecting both of the above
- Engaging community members in the education of children
- Connecting volunteers with children to conduct virtual fun games and activities to keep them productively engaged and to encourage emotional well being

4.2.2 Organization level:

- Emotional well being:
 - Senior members of DSS had regular interactions with staff to boost their morale and assuring them of their support.
 - Resource people and volunteers were brought in to conduct virtual sessions on health and nutrition within available resources.



- Later when things eased out, sessions were arranged on Financial Literacy so that all are prepared for similar situations in the future
- Teaching material:
 - Existing material and teaching methodology was suited for in person teaching. We needed material as well as teaching methods to meet both demands of online and community intervention along with following COVID-19 norms.
 - Engaged resource persons, volunteers to train our staff to convert / create existing material into audio – visual Teaching Learning Material (TLM)
 - Our Publication department which has been operational since 2016 also published books with 70 titles, 21 language teaching tools, 24 arithmetic tools, 15 Balwadi tools and 1 language literacy manual
 - Shared content via whatsapp and made available on our YouTube channel as a free learning resource
 - Our teams also prepared over 500 AV tools consisting of songs, stories, language games etc. to engage children
 - Raised second hand mobile phones so that our children could continue learning.
- Capacity building of staff:

Door Step School's Training Center (Parivartan) has been supporting the training requirements of DSS as well as other NGOs and PMC school teachers since 2007. Capacity building of our staff became all the more important during COVID-19 due to the change in working methods and tools. Our volunteers also played an important role in training our teams and bringing them up to date with technology. 457 DSS staff benefitted from the 116 trainings conducted on below topics:

 - Awareness on COVID-19 and its precautions at work and at home
 - Language and Arithmetic Literacy
 - Online teaching methods and tools like google meet, whatsapp, zoom
 - Teaching children without using teaching tools while maintaining COVID-19 norms
 - Conducting online assessments and collecting feedback
 - Improve reading skills and comprehension
 - Making audio visual teaching tools
 - National Education Policy 2020
 - Health and nutrition in times of COVID-19
 - Communicating with parents of children we work with
 - MS Office

4.3 Restructured Activities

4.3.1 Emergency Response for COVID-19 Relief

(i) Food grain distribution: Distributed 8,854 food grain kits to 3,466 families from 539 communities across the city of Pune, PCMC, and outer areas. DSS School on Wheels and private transport were used to distribute the food kits which consisted of supply of essential items for 1 month for a family of 5 persons.

Ten-year-old Malika Chitodiya, lives with her parents and two siblings in Mohammad wadi area on the outskirts of Pune. Her mother is a housewife and her father carries out the traditional occupation of Chitodiyas i.e. selling Ayurvedic medicine. When lockdown was announced, they had exhausted all their saving within a month. They did not have anything to eat. Malika who has been one of our students reached out to her teacher for help and requested to provide them with at least some rice and lentils as they had not eaten for three days.

Mallika's story is just a small representation of the difficulties faced by our communities and the good Samaritans that came forward to help them during the pandemic.



Food grain kit distributed within a community

(ii) Awareness sessions on Covid-19: Our two buses of school transport were engaged in activities like food grain distribution, creating awareness about COVID-19 etc.

- Created whatsapp groups of parents / community members
- Conducted awareness sessions through video / conference calls and field visits
- Shared weekly information – posters, videos etc
- Audio resources are always helpful when it comes to creating public awareness. We installed a mike and amplifier in the vehicle and used a computer to play video clips.
- With support from many donors we distributed over 2000 masks to children, parents and our staff.



In Phuge Vasti, initially parents were not interested to listen to COVID-19 information regularly. They argued with the team that they were aware all precautions and care to be taken and need not be bothered with the same information often. But DSS team members persuaded them by not only actively listening but also following the rules of wearing masks and maintaining social distancing. After two months few of the parents asked the staff to start teaching activity for children by using audio resources in the vehicle like COVID -19 awareness activity. They also informed us that after listening to the announcements several times children have also started abiding by all the rules.

4.3.2 Activities with children and parents through online and community intervention-

Online Intervention - Online intervention was a new initiative for us. Lockdown forced us to move all our activities online; engaging with children and parents being one of the most important. Since we track children after migration, we gather their contact information which includes phone numbers of parents. This helped us to a great extent while conducting the online classes. In addition to this, our more than 20 years of experience of working with the government schools enabled us to be a part of the school whatsapp groups during this period. Adjoining figure shows the process followed while conducting online classes.

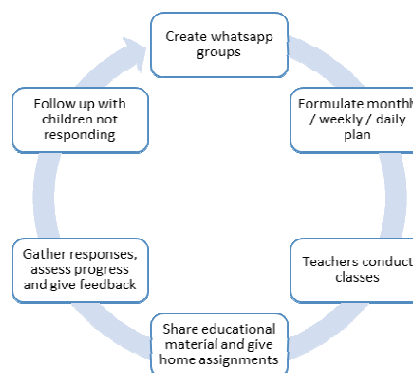


Fig.3 Process while conducting online

Community classes – These classes were primarily conducted with children residing in the neighbourhood of our teachers and later when construction sites were operational, we began our Educational Activity centres at construction sites. Children from all the less privileged communities were facing a disruption in learning due to school closures and lack of digital resources. Lack of support and a conducive environment at home further increased the need to work with them. This was done by following all COVID-19 protocols like teachers were trained to teach without using regular TLM, teaching tools if any were handled only by teachers and books given to children were sanitised after each class.

We also realised that we were reaching only a certain population of children who had access to smart phones. There were many others who were left out due to lack of resources. We classified children according to type of phones and engaged them accordingly-

- Children with smart phones received online activities via whatsapp.
- Children with simple phones received activities through phone calls and field visits and
- Children without access to phones received activities through field visits. Community members and other parents also came forward to help other children without phones.
- We also did a smart phone donation drive to meet the requirements. We thank Mr Dilip Basrur and Saraswat Cultural Forum for donating a total of 12 new smart phones which enabled 42 children to continue their studies.



One of the neighbours facilitating our online class

Our hybrid model of online intervention and community classes enabled us to reach children across the age groups of 3 to 14 years according to the availability of resources. Below are the details of the main activities and support activities conducted with all children-

Primary activities:

- Balwadi (3 to 6 years)
- Study class and Literacy class (6 to 14 years)
- Reference class
- Reading class (6 to 14 years)
- Home Lending / Library (6 to 14 years)

Support activities:

- School enrolment and Follow up (3 to 14 years)
- Increasing Parent Participation
- Monthly Projects
- Science activities
- School Management Committee
- Events

Primary Activities

(i) **Balwadi (Kindergarten):** This is a school readiness program for children in the age group of 3 to 6 years to prepare them for formal schooling. Activities focus on developing language and arithmetic learning and physical development i.e. hand eye coordination, motor skills etc. These activities aim to develop interest in learning new things, basic understanding of concepts and social skills.

'Chetana'- our program of training Balwadi teachers from PMC schools had to be completely moved online as there was no possibility of schools reopening anytime soon for this age group. We worked closely with Education department and teachers so that we

could reach this age group and prepare them for school whenever they resume. We also worked with Balwadi children from itinerant communities whose families had access to smart phones. We shared content through whatsapp groups, instructed parents on how to conduct activities with children and share feedback.

Online Balwadi - 3392 children benefitted from these activities.

Community Balwadi – 987 children benefitted from these classes.



Activities with Balwadi children- Online and in Community

Observations:

- **It is challenging for children in this age group to follow instructions online. Hence involvement of parents or older siblings is of prime importance.**
- **Online material has to be attractive and engaging for Balwadi children**

(ii) Study / Literacy class: These classes are conducted for children between 6 to 14 years of age. Study class is for children enrolled in school and aim to provide study support. Literacy class is for children who are not enrolled in school but coming to DSS centers. These classes help to prepare children before they are enrolled in age appropriate standard in school as per Right to Education Act.

Our main objective is to enable children to read (Marathi) fluently so that they can develop interest in studies and hence continue their education. Writing, comprehension and basic arithmetic literacy also forms part of these classes. Children are taught through DSS 120 day Language Literacy Program -

- The objective of 120 day program is to teach Marathi and make children literate to the extent that they are able to read a newspaper
- Children are taught through use of innovative teaching tools and project method

- The following evaluation method is used to understand and monitor the progress of the children throughout the program
 - 1-25days- Learning 22 alphabet
 - 26-50 days- Learning the next 22 alphabet
 - 51-70 days- Learning 6 Matras
 - 71-90 Days- Learning the next 6 Matras
 - 91-120 Days- Learning composite words
 - 120 days and above- Children are able to read fluently

Online classes- 6606 children benefitted from these classes.

Community classes – 4628 children benefitted from these classes

Out of the total 11234 children reached through online and community intervention, below table gives the learning levels of 9661 children who continued with us throughout the year.

Attendance days	Learning alphabet (Level 1)	Learning Matras (Level 2)	Matras complete (Level 3)	Composite words (Level 4)	Reading (Level 5)	Total
1 to 50	2102	1281	535	492	413	4823
51 to 90	536	844	280	480	367	2507
91 to 120	158	479	182	434	274	1527
120+	88	352	170	624	204	1438
Total	2884	2956	1167	2030	1258	10295

Note: (i) This table does not include Learning Levels of 874 children covered online under Project Foundation as their day wise Learning Levels were not available (ii) Highlighted children are progressing as expected.

Observations

- 83% of children are at the "as expected" and "above expected" level.
- Out of these 12% children are able to read fluently.
- 12% children reached reading level and graduated to our library program
- 65% children are in expected and above expected level
- Parents have expressed an overwhelming response to their teaching experience with children. Many of them said that they never knew they could teach their children in such an interactive manner and that learning would be such a joyful experience for both. Parents are even buying mobile phones for their children, making phones available to children at the time of online classes and supervising their studies during and after the class.
- Teachers conducted classes according to availability of phones with children. Many times this meant conducting classes early in the mornings or late evenings.
- Community members came forward to provide space for teaching.
- Older children took responsibility of teaching younger ones

Making child centric plans and working with their pace is USP of DSS teaching methods. Each teacher is trained and committed to work with each child according to his learning level and interests.

Vikas was 7 years old when we enrolled him in school in 2018-19. We met him with his family at one of the construction sites. Like many others they too had moved to Pune from their native village in Bihar in search of better employment opportunities. But ended up doing odd jobs at construction site merely able to sustain. We met them during our survey last year. Since Vikas's parents owned a smart phone we introduced him to online learning. Although the idea sounded interesting to him, when it was time for sessions he kept cancelling our calls. The pandemic had made things worse for his parents. So even they were not concerned about his studies. We started talking to parents first; enquiring about their well being and connecting them to people for help. We also kept talking to them about the importance of continuing Vikas's learning, even more when the schools were closed. Eventually they started cooperating for their son's better future. Vikas, was still not interested. Then our teacher stopped talking about studies and moved to fun games and interaction. She encouraged Vikas to talk about himself and told him stories. This helped to develop a rapport between Vikas and the teacher. Through games and songs, she introduced Vikas to Marathi alphabet. Soon Vikas was able to recognize all letters and words and has progressed to reading.



A glimpse of our Online and Community class; Everyday 2 to 3 classes were conducted each teacher with online and community class on alternate days.

(iii) Reference class: This is conducted for children in the age group of 10 to 14 years who might be or might not be enrolled in school but know how to read. At DSS centers after completing the 120 day program, children graduate to the reference class. One of the main objectives is to promote independent and self motivated learning. They receive study support, access to reference books and participate in all activities of the centre. They also engage with volunteers regularly who act as their role models and inspire them to work harder.

Online classes - 874 children benefitted from this activity. These children were from construction sites and permanent slum communities. From construction sites – these children were those who had migrated to other locations or we were not able to conduct classes at the site due to COVID-19 restrictions. From permanent slum communities – these children belonged to our learning centres in permanent slum communities and we had to close our centres due to COVID-19 restrictions.

Community classes - 126 children benefitted from this activity. These 126 children were from the 51 Educational Activity centers (EACs) at construction sites which were operational once things eased out and we obtained permission from builders to start our classes following all COVID-19 protocols.



Children at one of the EACs

Builders' supported us during these difficult times by giving us access to work with children also providing us with the safety gears & necessary arrangements that were mentioned in the SOPs. In many EACs the developer personally visited our EACs and took care of our staff which is a very welcome change from the past. They also helped us to develop more activities for children such as Vocational activities.

The VP of Kumar properties showed interest to impart vocational skills to young adolescents of construction laborers while starting the EACs in February 2021. He intended to teach children concepts of gardening and agriculture as a part of vocational skills.

He requested us to conduct sessions giving information to children on these topics and provided us an area where children could plant seeds and grow fresh vegetables for the labor camp. With the help of teachers and others on the site, children planted tomatoes, brinjals, cabbage, beetroot, lady finger etc. A few students planted tomatoes and chilies around their houses as well. In a few weeks, there was vegetable produce on the site plantation. The vegetables were distributed among students who were more than happy to enjoy the fruits of their hard work. Children enjoyed the experience thoroughly and also understood the planning and efforts it takes to grow food.

We are thankful and appreciate the initiative of Kumar developers who have shown interest in the welfare of their laborers' children.



(iv) **Reading Class:** These are 90 minute sessions conducted by our teachers called 'Book Fairy' for children in the age group of 6 to 14 years in schools. Each class gets one such session per week. The session consists of read aloud, reading on own, vocabulary games, singing song, telling a story and sharing of various things by children. In 2020-21 we moved this activity completely online through school based whatsapp groups. Our rapport of over 20 years with the government schools enabled us to be a part of this activity. We shared one page stories / e-books with children and a set of questions to assess if they had read the books and their comprehension.

This activity benefitted 23085 children through school based whatsapp groups. Teachers across PMC and ZP schools have shared positive feedback about the detailed planning and the way DSS has conducted classes even in the new sphere of online intervention.

"Being able to read can be such a big morale booster". We see this often through our program. But when this is accompanied by tears in eyes and a heart full of gratitude, it doubles our motivation to enable more children to read.

Aarti is a 13 year old girl from an observation home where we started our online class in August last year. Aarti was one of the 12 girls in the 10 to 14 years age group who were able to recognise only a few Marathi letters and needed help. But she refused to attend the classes. She used to be around in the corridors during the class, but always outside, observing but hesitant to talk. Specially interested in our songs, games and reading sessions. After a month's time, one day during our regular class, Aarti appeared in front of the camera and said, 'Will you teach me to read?' Our teacher grabbed the opportunity and began teaching Aarti. Later we realised, that her hesitation was due to her embarrassment of not being able to read at the age of 13. We engaged her through discussing various topics and telling stories. This helped to ease her transition into the class and develop her lost interest in studies. Aarti now enjoys getting lost in the world of short stories.

(v) Home lending (HL) or Library Activity:

If children are to study they need to learn to read. And if children are to develop a reading habit, they need access to a variety of reading material. With this simple thought Home Lending or Library activity has been one of the major activities at DSS since inception. Children borrowed books from a teacher or book fairy to read at home. This activity was conducted both online and in communities and loved across all age groups especially during the pandemic.



A teacher and children during Home Lending



One of the students conducting HL activity

At DSS we have developed small story books without composite letters. So once children learn basic alphabet and matras, they are able to read these small stories. This encourages them to learn further and reach expected reading level. For those children who are able to read this activity helps to hone their reading skills further which helps them in developing their comprehension and continue studies. In certain



communities older children and parents came forward to conduct the home lending activity. We visited them two to three times in a week to give them a new set of books and gather updates on the HL activity being conducted by them. We also oriented them to maintain the data as per DSS records.

Online HL – 13262 children benefitted from this activity

Community HL – 10037 children benefitted from this activity

Support Activities

In order to enable children to read and right and continue their studies, it is required to maintain their interest. This is done by conducting support activities which give them exposure to topics and hands on experience. At the same time it is important to work with parents, schools and other members of the communities to strengthen them as a whole. All children were part of at least one or more activity mentioned below throughout the year.

Activity	Activity description	Impact
School Enrolment	<ul style="list-style-type: none"> Enrolled children (3 to 14 years) from migrant underprivileged backgrounds in school. Coordinated with parents and schools in online enrolment process during pandemic 	<ul style="list-style-type: none"> 661 children were mainstreamed who otherwise would have remained out of school due to school closure Being enrolled in school gave children and their families access to benefits like getting online & offline educational material, food grain kits etc
Follow up of migrated children	<ul style="list-style-type: none"> Connected to parents through phone numbers Shared practice material with children before they migrated 	<ul style="list-style-type: none"> 1998 children migrated 68% children tracked Tracking also helped to stay connected with parents and children Online teaching helped to continue learning of children which otherwise gets disrupted due to migration
Increasing Parent Participation	<ul style="list-style-type: none"> Conducted regular online group meetings and one to one phone calls during lockdown Conducted on field group meetings and home visits once unlock began 	<ul style="list-style-type: none"> Worked with 8741 parents Extensive intervention with 550 parents from seasonal migrant communities like brick kiln workers and stone quarries. Regular calls and meetings helped to develop a connect with parents. This gave them emotional stability and support Parents became aware of Right to Education Act and provisions made by government for their children's education Parents also became aware of their children's learning levels and how they can participate in their academic journey



Activity	Activity description	Impact
		<ul style="list-style-type: none"> This also helped to develop a connect and bonding between families
Monthly Projects	<ul style="list-style-type: none"> Aim to facilitate learning on various topics through project method Monthly topics are pre-decided. For eg: fruits, flowers, community helpers etc Tasks, activities, worksheets and videos related to projects were shared with children Discussions were conducted on these topics through video calls and later during field visits 	<ul style="list-style-type: none"> 8000+ children benefitted from the activity These activities helped children to improve vocabulary, know about new things, articulate thoughts, express in different ways – audio stories, written essays, drawings, preparing models etc.
Science Activity	<ul style="list-style-type: none"> Aims to give hands on experience to children through conducting different experiments Science kits are donated by Mrs. Malti Kelkar of Quest – a Math and Science laboratory DSS teachers are trained by Quest and Malti tai also supervises sessions with children 	<ul style="list-style-type: none"> 7000+ children benefitted from this activity Helped children to develop a scientific attitude Helped children to question and look for answers to their curiosity Children conducted simple Science experiments at home under online guidance and in community classes with teachers
Events	<ul style="list-style-type: none"> Different national and international days and festivals were celebrated with children through online activities Various competitions were also conducted among children – essay writing, story telling, reading etc, Online exposure visits were conducted 	<ul style="list-style-type: none"> 10000+ children benefitted from these events These activities helped children to improve vocabulary, know about new things, articulate thoughts and express in different ways Many activities were conducted by volunteers which gave children an opportunity to connect with the outside world
School Management Committees	<ul style="list-style-type: none"> Committee is formed by representatives of children, parents, teachers, community and an education specialist and school principal Regular meetings to facilitate understanding of roles and responsibilities with focus on children and parents Addressed topics related to school enrolment, online education and how they can contribute to make it better 	<ul style="list-style-type: none"> Worked with 149 parents from 12 schools to strengthen SMCs 2 SMC members enrolled 7 children in school



School Enrolment in process



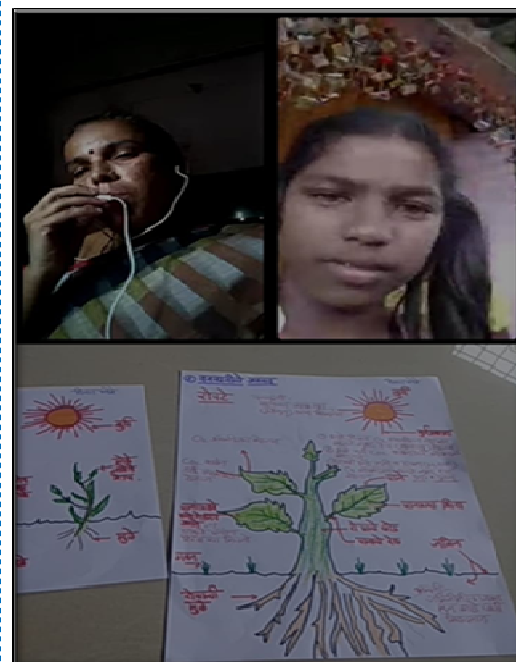
Science Activity



A parent facilitating an online class



Our teachers left no stone unturned when it came to reaching our children. Photo shows a teacher following up for homework with children in a labour camp. All this was done while maintaining COVID-19 protocols



Online Science Activity



4.4 Monitoring and Evaluation

- A major change has been that the monitors were also involved in actual project implementation.
- All activities were monitored on a daily basis through whatsapp updates and online class observations.
- All the data collection that was started online as a need of the hour was continued throughout the year and we plan to continue with this method.
- Our monthly, 6 monthly and annual review meetings were moved online. Various platforms were used for these meetings and presentations.
- Whatsapp has been used extensively for exchanging information.

5. Other Interventions

5.1 Teach Them Young – Started in 2016, Teach Them Young aims to inculcate good hygiene and sanitation habits among children (3 to 14 years) from government schools. We also monitor the infrastructural facilities in schools so that children get an access to them and are habituated to use them. Activities include showing videos, story telling, songs, poems on how to wash hands and use of toilet. Older children are made aware of their rights and duties and how they can work with the SMCs towards better management of all facilities for children.

Online – 9519 children from 30 schools benefitted from this activity through the school based whatsapp groups

Community classes – 1430 children benefitted from this activity conducted in the community classes

5.2 Capacity building of other NGO staff – DSS training center – “Parivartan” has been purposefully training its teachers since 2007 so that all our children receive the best educational and recreational interventions. There are new teachers training and refresher training for DSS teachers, management level training for supervisors, coordinators and senior staff. Our effective and efficient training are clearly evident from the way teachers engage with children. Having observed this, other NGOs and PMC Education department also reached out to us to train their staff. **1260 trainees have benefitted from 60 training sessions.** Topics of training were similar to those covered under Sec.4.2.1 Capacity building of staff.

“At Deep Griha's City of Child, we have had an excellent experience with Door Step School and the classes organised by them for our students through lockdown. We have truly appreciated the level of dedication, and commitment of the team as well as the immense amount of research and experience that evidently has gone into designing the class. The result for us has been a drastic change in the ability of the children for sure, followed up with a confidence that comes with a change in ability. We appreciate the feedback, the monitoring of the programme from the Doorstep School team, the accountability inspired us to put our best foot forward as well. We are grateful for sharing everything we need to continue as you began. We at Deep Griha definitely look forward to working with Door Step School again and consistently.”

--Ms. Ashlesha Onawale, Director, Deep Griha Society



5.3 Online Labour Registration- a new initiative - We have been working with construction site workers since 2003. Although we were aware, the pandemic made us realise the gravity of the situation that the labours are not able to avail any social welfare benefits as they are not registered with BOCW. Hence, we initiated the process of online labour registration for construction workers in Oct 2020 and completed registration of 300+ labourers. The scope of work with DSS is to –

- Create awareness among the contractors and the Builders for their registration with BOCW.
- Facilitate the Labour registration process with the contractors/Builders, Laborers.
- Closely working with BOCW officials for issuing of Smart Card.
- Creating awareness about the welfare schemes to labourers.

6. Volunteer Engagement

“Volunteers do not necessarily have the time; they just have the heart.”-Elizabeth Andrew

As always our volunteers supported us throughout the pandemic. Beginning from food grain distribution for those in need to capacity building of staff to teaching and engaging children in various activities and raising funds, they were with us at each step. We cannot thank them enough for their contribution and the impact they have created. Volunteers have always been an integral part of DSS family.

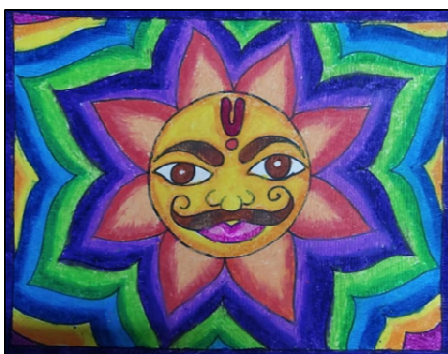
Year 2020 was not like any other. As the saying goes, ‘Every end is the beginning of something new’. And if the pandemic put an end to our volunteering initiatives on the field, it also opened up the opportunity of virtual volunteering which transcended all physical boundaries. Our local volunteers were able to engage not only with children in Pune but also with children who migrated or were at Child Care Institutes in other locations. Our CSR partners engaged their PAN-India employees through our virtual volunteering initiative. We had volunteers from outside India managing their schedules according to our children and reaching out to them. Many volunteers joined us at individual level where they either registered with us or were connected through their CSR. But their families got introduced and they also became part of DSS.

Our 500+ volunteers contributed 4000+ hours towards different activities mentioned below, creating a positive impact in the lives of children and DSS team.

Capacity building of staff – The period of lockdown last year i.e. April-June 2020 gave rise to lot of uncertainties. At the same time, it also gave us an opportunity to take a pause and think, what could be done better. The new demand of working online created new requirements for our staff like knowing English and becoming comfortable with technology beyond whatsapp. BNY Mellon, Cognizant and DLRC (Drive Learning Resource and Change School) volunteers started with conversational English and MS office sessions for our staff. DLRC students from 9th grade and above started this volunteering initiative and soon we had their parents participating too.

Teaching children – With schools closed and no resources at home, children at no one to look up to for study support. Our volunteers willingly and in increasing numbers filled this gap of coaching children to finish their academic sessions. 40 DLRC students and parents together contributed more than 400 hours towards teaching English and Mathematics to more than 100 children from 10 government schools that we are partnering with. They also conducted weekly art and craft sessions with children. Students from Mahindra International School also volunteered to teach English and Mathematics to few of our students. Over 70 volunteers from Cognizant contributed more than 550 hours towards teaching children. Over 100 individual volunteers have contributed more than 2000 hours towards teaching and other activities with children. We also had volunteers from Tata ProEngage program who taught our children.

Recreational activities – Many of our volunteers conducted recreational activities for our children like storytelling, art & craft to engage them productively and make online learning fun. VCW Art academy is one such association that happened during the pandemic. With schools closed and no other activities, children were locked in their homes for a long time. This art class which the Academy is providing our students for free even now, enabled our art lovers to engage and express themselves. 14 students have benefitted from this activity and many more plan to join soon. TCE volunteers PAN India, celebrated their volunteering months with our children. Almost 200+ TCE volunteers engaged with children in activities like Storytelling, Read Aloud on Literacy Day, Hindi Diwas, Indian Air Force Day, Importance of rivers, Non-Violence Day, Holi etc. We also had volunteers from Springer Nature, NICE, CRISIL, EY, Xoriant and Agastya Foundation who conducted similar activities with our children. Agastya Foundation also shared Science experiment videos with children which helped them understand the concepts well and perform better in school.



Renuka Vharande, 11 years



Archana Prasad, 11 years

Raised Funds – Many of our volunteers helped us to raise funds for our Every Child Counts Program in PMC area. With their help we were able to reach 300+ children and 100+ parents from the phase out area. Mr. Sagar Shende has been associated with DSS since 2014 and plays an active role in fund raising.

Interns at DSS – Last year we had 9 college students who completed their internships with us over 500 hours of engagement in teaching children, social media management, content development, designing promotional material and writing for our blogs.

Col. Ashutosh Kulkarni, a retired army officer, approached DSS during lockdown. He took his first online class in September 2020 and since then he has been conducting regular classes for children. He has coached 12 students from class 10th throughout the year and all have cleared their SSC boards with more than 60%. Apart from teaching children, Mr Ashutosh also helps in documentation and implementation of other projects. DSS team treats him as one of their own team members and turn to him whenever they need support.

Mr Ajay Das Gupta been associated with DSS for more than 5 years. He used to conduct story telling sessions with children and parents in different communities. Over the years he has developed a very good rapport with our team as well. With lockdown and everything closed our children missed his story telling sessions. However the world of virtual volunteering not only re-connected him to these children but brought in many other children into his world of stories. He also conducted a story telling workshop for our volunteers last year.



Online Volunteer Meet – We cannot thank you enough....ever.



7. Challenges

- Pressing need to move everything online brought by the lockdown due to pandemic
- Lack of experience in online teaching
- Engaging efficiently with parents and convincing them that online intervention will be beneficial for their children
- Availability of technological resources, internet connectivity and additional expense of data plans for parents
- Uncertainty and emotional instability brought in by the pandemic
- Making online intervention engaging and meaningful for children without prior experience

8. Learnings

A major learning as an organization has been that more than 30+ years of experience has helped us to adjust to the adverse conditions. The experience of our staff has helped us to make changes to the projects without the fear of losing the essence of it. All our projects remained relevant due to their versatility. We have always believed that our work spoke for us and indeed the trust of our partners has strengthened our belief.

- Home Lending activity was loved by children across all age groups. This needs to be continued with focused activities which will help to develop reading and comprehension skills further.
- Every year 25% - 40% children migrated from the communities we work with. Online classes enabled us to continue their learning, follow up on their learning levels and enrolment in school at the new location.
- We were able to identify the various training needs such as training related to COVID-19, use of various media for teaching, adapting the teaching techniques and tools to suit the new media of teaching etc.
- Even though children are the primary beneficiaries, it is of paramount importance to work closely with parents for the continued education of their children.
- With many school intervention programs in place, there is still a need to reach out to parents and children in person to develop a connect and make our interventions impactful.
- Our staff was open and flexible and hence able to accept new changes in terms of efficient use of technology
- Due to the pandemic, school closures have definitely affected educational health of children. The impact will be seen in the years to come with low learning levels and increased school drop outs. We need to take immediate action to bridge this gap and prepare children before schools re-open.

9. Future Plan

- Create awareness on COVID-19 vaccination
- Focus on reaching as many children as possible and work on their Foundational Literacy and Numeracy skills and prepare them before schools reopen
- Increasing parent involvement in their children's education across DSS projects
- Reach out to new NGOs and share best practices to enable children towards lifelong literacy
- Encourage and enable NGOs to start library program for children
- Continue to reach migrated children through online intervention



Classes being conducted outside the School On Wheels in a community



A bicycle made out of utensils by a mother and son during Monthly Project - Vehicles

Executive Body Members

(All members attended EBM meetings virtually in this financial year)

Name of the Board Member	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.	6
Mrs. Bina Sheth Lashkari	Secretary	Professional Social Worker (MSW)	6
Mr. Nitin Dadia	Treasurer	Businessman, Proprietor, Orbit International	5
Dr. Neela Dabir	Member	Retired Government Officer	6
Mrs. Arnavaz Kharas	Member	Professional Social Worker (MSW)	6

Accountability and Transparency

Distribution of personnel as per salary and honorarium (as on 31 st March 2021)				Staff details as on (as on 31 st March 2021)			
Salary plus benefits paid to staff	Male	Female	Total	Gender	Male	Female	Total
<2000	0	16	16	Paid full time	17	185	202
>2000 – 3500	0	52	52	Paid part time	17	350	367
>3500 – 5000	0	48	48		34	535	569
>5000-7500	2	139	141	Honorarium	3	10	13
>7500 – 10000	1	123	124	Volunteers*			
>10000	34	167	201		37	545	582
Total	37	545	582	* List of Volunteers below			

Registered Under	The Bombay Public Trust Act 1950 The Societies Registration Act 1860
PAN Card No.	AAATT3353 K
DARPAN Unique Id No.	MH/2017/0173478
FCRA	083780514
Statutory Chartered Accountant	Manit J. Shroff
Bankers – Mumbai	Bank of Baroda, Gamdevi Branch, Mumbai
Bankers - Pune	Union Bank of India , Aundh Branch, Pune



Our Major Project Partners 2020-2021

For Mumbai

Funding Organisation : <ul style="list-style-type: none"> Abu Dhabi Commercial Bank Best Alternative Advisory Service LLP BP India Service Pvt. Ltd. Child Action- Sharma Foundation Dun and Bradstreet Info. Service Pvt. Ltd. Faces For All Children Hemraj Goyal Foundation Kalpataru Plaza Pvt. Ltd. Kalpataru Trust Lenovo India Pvt. Ltd 	<ul style="list-style-type: none"> Mumbai Municipal Corporation (MCGM) Northern Arc Plan International (India Chapter) Play Games24x7 Private Ltd Shapoorji Pallonji and Company Pvt. Ltd Social Initiative – CARNIGIE Social Initiative – EQT Sterling Investment Corporation Pvt. Ltd. United Motors(India) Pvt. Ltd United Way of Mumbai United Way of Mumbai- Deloitte
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For Pune

Funding Organization: <ul style="list-style-type: none"> Asha For Education – Asha Seattle Asha For Education - Asha Silicon Valley Friends for Indias Devpmt and Assistance Help Them Grow (Vibha) S L Kirloskar CSR Foundation UK Online Giving Foundation Villoo Poonawalla Foundation 	Corporate Sector: <ul style="list-style-type: none"> Alfa Laval (India) Ltd. Avaya India Pvt. Ltd. Bajaj Auto Ltd. Bitwise Foundation Benevity,Inc. Brembo Break India Pvt. Ltd. DKSH India Pvt. Ltd. Druva Data Solutions Private Limited Ernst & Young Foundation Forbes Marshall Steam Systems Pvt. Ltd. Fundtech India Pvt. Ltd. Goodrich Maritime Pvt. Ltd. Greenspan Agri tech Pvt. Ltd. HP India Sales Private Limited JK Groups INC (Bank of New York,Mellon) Krohne Marshall Pvt. Ltd. Nice Interactive Solutions I P L Persistent Foundation Sandvik Asia Pvt. Ltd. Schindler India Pvt. Ltd. Springer Nature Tech And Publishing Syngenta Services Private Ltd. TATA Consulting Engineers Ltd. United Way of Mumbai Wipro Cares Xoriant Solutions Pvt. Ltd. Yardi Software India Pvt. Ltd.
Individuals: <ul style="list-style-type: none"> V. Sathe Arvind Salvekar Aruna Medhekar Dr. Asha Ravindra Paranjpe Dr. Ashok Dabir Jay Marathe Jayashree Satish Joglekar Hemant Bhatt Malti Sharad Kelkar Neela Ashok Dabir Nitin Keshav Paranjpe Rahul Arvind Kanhere Rajshekhar S Abhyankar Rama Jayanti Sandeep Kirpalani Satish Shankar Joglekar Sharmila Nitin Paranjpe Shivprakash Mathur Srinivasan Viswanathan Vibhuti Kumar Dubey Vinayak Pai Vinita Gera Shantaram Ramchandra Patil 	



Individuals: <ul style="list-style-type: none"> A. V. Sathe Arvind Salvekar Aruna Medhekar Dr. Asha Ravindra Paranjpe Dr. Ashok Dabir Jay Marathe Srinivasan Viswanathan Vibhuti Kumar Dubey Vinayak Pai Vinita Gera Shantaram Ramchandra Patil 	<ul style="list-style-type: none"> Jayashree Satish Joglekar Hemant Bhatt Malti Sharad Kelkar Neela Ashok Dabir Nitin Keshav Paranjpe Rahul Arvind Kanhere Rajshekhar S Abhyankar Rama Jayanti Sandeep Kirpalani Satish Shankar Joglekar Sharmila Nitin Paranjpe Shivprakash Mathur
Other: <ul style="list-style-type: none"> BMM of North America CASP Shikshan Project Kanchanbai Mundra Charitable Trust Late V. G. Joshi General Trust Pravin Masalewale 	Builders: 51 Construction Sites (throughout the year) 48 Builders

Donors & Well Wishers

Mumbai

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Abhay Anil Kale	Avani Jayesh Dani	Charudatta Kulkarni
Abhishek Rajendra Patade	Bhavesh Manu Macwana	Dattatray N Upadhye
Aditee Joshi	Alaknanda Hajarnis	Dhakuji Vasudeo Naik
Alka Vithal Samel	Amruta Soman / Anil Soman	Dhanraj D Vispute
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Arvind Beri/ Anuradha Beri	Athavale Anuradha Narayan	Girish Kulkarni
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Ashwini Pense Dinkar Pendse	Ayush Jain	Ganesh Joshi
Atmaram Parab	Bhagyeesree	Geeta Barve
Avinash Pedgaonkar	Central Arts / Vijay Salunkhe	Girish S Kale
Bapu Rane	Hari Chavdas Mahajan	Gurunath Kolhatkar
Bifco Leasing And Finance Pvt Ltd	Hemant Pendse	Inas Jacob Lopes
Hanmant Nadguda	Heena Chavan	Hemant Deshpande



J.M.Joglekar	Jayashri Sirsavkar	Mayanka Shetty /
Jayshree Jagannath Rao	Joshi Arvind Gajanan	Mohandas Shetty
Jyoti K	Kadambini N Kaikini	Mitali Subhash Katkar
Kalpana Deshpande	Kalpana N Jog	Madhav Biwalkar
Kalpesh P Mehta	Kanhaiya Pujari	Madhavi Barje
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Madhav Shanbhag	Monika Rohitash Goel	Manohar J Sidhaye
Madhugandha Pradhan	More Sathish Yashwant	Mohini Jukar
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Makrand Sahastrabudhe	Nandkumar V Bhagwat	Naresh Krishnaji Dixit
Manik Pantone	Narendra Sant	Neela Moghe
Manjiri Pathak	Narottamdas Ganpatdas Devi	Nilam Vishwanath Vichare
Nitesh Anil Macwan	Neeta Borwankar	Padmakar Joglekar
Nooralam Afsar Ali Shaikh	Nilima Thakur	Ritika Sunil Chang
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Pradeep Chavan	Pradeep Berde	Sarala J Dsouza
Pradnya Pawar	Prakash Ahire	Sarfraz Sawant
Prakash S.Patankar	Prakash Shinde	Saroj B Mantri
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Pune

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Tejash M Contractor	Unknown	Vijya Vaishnav
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Uday S Thakurdesai	Utpala Joshi	Vinita Pant
Udaya H S	Yogita Bapat	Vitthal Madhav Page
Your Cause Llc(Us)	Zelam Purohit	Vivek Shende

We are thankful to numerous individual donors who have generously contributed to DSS but whose names are not expressly mentioned here.

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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,2021		
FUNDS AND LIABILITIES	RUPEES	RUPEES
Trust Funds or Corpus:-		
Balance As per last Balance Sheet	4,771,785.00	
Adjustment during the year (Give details)		
Donation Received during the year	NIL	4,771,785.00
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	8,426,809.00	
Any other Fund- School on Wheels Bus Fund	899,664.00	
Seed Capital	23,000.00	
Staff Welfare Fund	94,600.00	
		9,544,073.00
Loans(Secured or Unsecured)		
From Trustee	NIL	
From others	NIL	NIL
Liabilities		
For Expenses		
For Advance Grant	18,783,064.00	
For Rent and Other Deposits	50,000.00	
For Sundry Credit Balance	327,381.81	19,160,445.81
Income and Expenditure Account:-		
Balance As per last Balance Sheet	152,195,936.27	
Less: Appropriation, if any transfer to reserve fund	NIL	
	152,195,936.27	
Add: Surplus As per income and		
Less: Deficit— Expenditure Account	23,068,458.03	175,264,394.30
Total Rs.		208,740,697.46
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 : 23.11.2021		
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 ,2021		
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.)		11,704,006.14
Note: The market value of the above investment N.A.		
Furniture and Fixtures :-Fixed Assets (As per Schedule 'A')		18,869,053.95
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	305,530.00	
To Contractors	NIL	
To Lawyers	NIL	
To Others(As per Schedule D)	2,818,109.11	3,123,639.11
Income Outstanding:-		
Rent	NIL	
Interest	1,147,109.19	
Other Income	NIL	1,147,109.19
Cash and Bank Balance :- As per Schedule 'B'		173,896,889.07
(a) In Saving / Current Account with		
(b) In Fixed Deposit Account With		
(c) With the Trustee		
(d) with the Manager		
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.		208,740,697.46
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 : 23.11.2021		
As per our report of even date Manit J Shroff Chartered Accountants 10, 2nd Bhatwadi, Girgaum, Mumbai 400 004 M No.33715		



THE SOCIETY FOR DOOR STEP SCHOOL The Bombay Public Trusts Act, 1950 (Registration No. F-13279(MUM)) Name of the Public Trust : The Society For Door Step School Schedule -IX (Vide Rule 17(1)) INCOME AND EXPENDITURE ACCOUNT FOR THE YEAR ENDED 31ST MARCH, 2021		
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		438,592.00
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		486,897.00
To Audit Fees		253,575.00
To Contribution and Fees		NIL
To Amount written off:		
(a) Bad Debts	NIL	
(b) Loan Scholarship	NIL	
(c) Irrecoverable Rents	NIL	
(d) Other Items	NIL	NIL
To Miscellaneous Expenses - Loss on Sale of Assests		376,258.00
To Depreciation		3,724,203.00
To Transfer to Specific Fund- Reserve Fund		
To Expenditure on Objects of the Trust		
(a) Religious	NIL	
(b) Educational	76,674,320.88	
(c) Medical Relief	NIL	
(d) Relief of Poverty	NIL	
(e) Other Charitable Objects	7,811,215.03	84,485,535.91
To Surplus Carried over to Balance Sheet		23,068,458.03
Total Rs.		112,833,518.94
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 : 23.11.2021		
Mrs. Rajani Paranjpe President	Mrs. Bina Sheth Lashkari Secretary	Mr. Nitin Dadia Treasurer



THE SOCIETY FOR DOOR STEP SCHOOL The Bombay Public Trusts Act, 1950 (Registration No. F-13279(MUM) Name of the Public Trust : The Society For Door Step School Schedule -IX (Vide Rule 17(1)) INCOME AND EXPENDITURE ACCOUNT FOR THE YEAR ENDED 31ST MARCH ,2021		
INCOME	RUPEES	RUPEES
By Rent		NIL
By Interest (Accrued/realised)		
On Securities	NIL	
On Loans -Fixed& Flexi Deposit with bank	7,730,905.33	
On Bank Account	161,416.00	
On Fixed Deposit with HDFC Ltd	816,579.25	
On Income Tax Refund	56,147.00	8,765,047.58
By Dividend		NIL
By Donation in Cash or Kind		15,540,631.36
By Grants- As per schedule 'C'		86,677,140.00
By Income from other sources (in details as far as possible)		
Other Income	1,850,700.00	1,850,700.00
By Transfer from Reserve		NIL
By Deficit carried over to Balance sheet		NIL
Total Rs.		112,833,518.94
The Society For Door Step School Jagannath Shankarsheth Municipal School Building, 2nd Floor, Room no.54/55, Nana Chowk, Grant Road, PLACE : MUMBAI DATE : 23.11.2021		
As per our report of even date Manit J Shroff Chartered Accountants 10, 2nd Bhatwadi, Girgaum, Mumbai 400 00 M No.33715		



Door Step School – Mumbai

Jagannath Shankarsheth Mun. School Bldg
2nd Floor, Room no. 207 (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

110, Parimal, Anand Park,
Aundh, Pune 411 007
Maharashtra, India

Contact us on : +91-20-25898762
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