

# ANNUAL REPORT

2023-24

2324













## Children Expressions on Environment



## **ABOUT US**

Door Step School 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 being dropped out children 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+ community and school programs and has reached more than 1 million children through community based educational services as well as our partnership with corporation schools in Mumbai and Pune.



## **Vision**

To be an instrumental force that brings development to children.

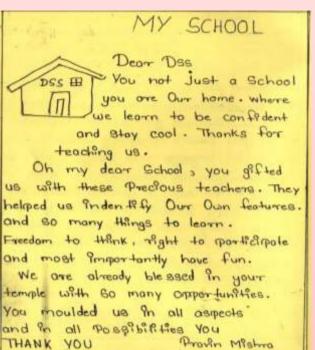
## **Mission**

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

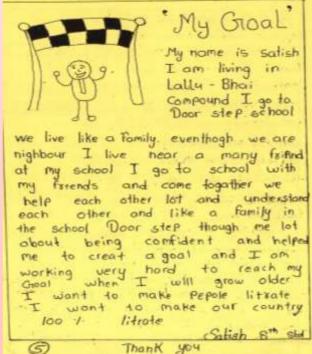
Primary education for all children up to 14 years of age.

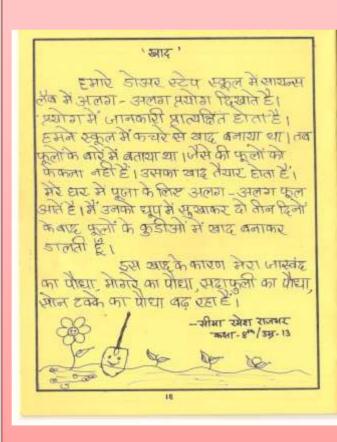
## "Hamara Akhbar" is a series of articles written by Children of Door Step School

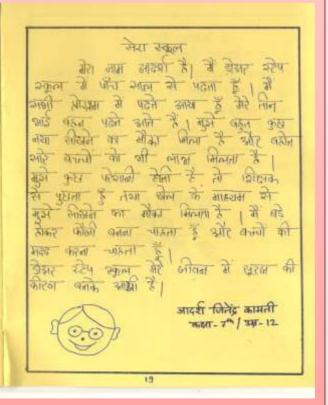


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## Founder's Message

"Education is the most powerful weapon which you can use to change the world."

Nelson Mandela

Dear Friends,

It is with immense gratitude that we reflect on the past year's journey of Door Step School and our relentless mission to transform the educational landscape for children. As we navigate the evolving challenges and opportunities in the realm of education, we are reminded of the vision that gave birth to Door Step School almost 35 years ago. Starting from the streets of South Mumbai, we realized the need to innovate to address the alarming rates of school dropouts and low enrolment among children from economically disadvantaged communities. Our mission became clear: if children cannot come to education, we must bring education to their doorsteps. This foundational belief has driven us ever since.

The question that we ask ourselves each year is 'What more can be done to achieve the goals of universal quality education'? Continuous innovation in education in terms of operations, curriculum, implementation, approach, pedagogy, training etc. is essential to achieving this dream and Door Step School is deeply committed to this pursuit. By constantly evolving its approach, the organization not only aligns with the objectives of the 'National Education Policy 2020,' but also actively drives progress toward Sustainable Development Goal 4, which emphasizes "Quality Education" for all. With this goal at its core, Door Step School strives each year to achieve the set goals.

Innovation has always been at the heart of our efforts. From the very beginning, we understood that conventional approaches to education would not be enough to tackle the challenges faced by these children. Our philosophy of "thinking outside the box" has led us to develop unique solutions that address the specific needs of each community we serve. Whether it's through mobile classrooms like the School on Wheels, our community-based interventions, or our partnerships with municipal schools, we continually strive to find new ways to make learning accessible and engaging for every child.

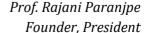
This year's Annual Report highlights some of the most significant innovations we have implemented. Our alignment with the *NIPUN Bharat Mission* and *National Education Policy 2020* underscores our commitment to foundational literacy and numeracy. These national objectives resonate deeply with our long-standing focus on ensuring that every child, regardless of their circumstances, can read with comprehension, perform basic mathematical operations, and develop the critical thinking skills they need to thrive. In the academic year 2023-24, we intensified our efforts under the NIPUN Bharat framework, helping *to bring foundational skills to over 60,000 children across Mumbai and Pune*. Through our School on Wheels and community classes, we ensure that even those children who have never been to school or have dropped out can regain their place in the formal education system.

Our journey over the past year would not have been possible without the unwavering support of our donors, partners, volunteers, and well-wishers. Together, we have not only touched the lives of children but have also fostered a sense of hope and opportunity in their communities.

As we look ahead to the future, our mission remains clear: to provide every child, regardless of their background, with the tools and opportunities they need to succeed. We are committed to continuing our work in collaboration with government bodies, donors and the communities we serve. Together, we can ensure that education is not just a privilege for a few but a right for all.

Thank you for standing with us on this remarkable journey. With Faith and & Goodwill!

Warm Regards,



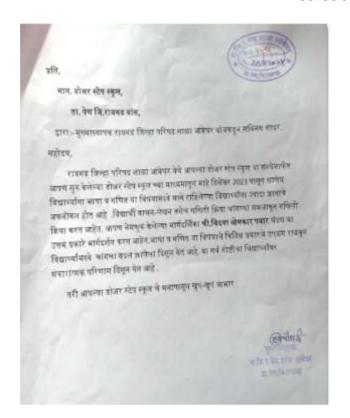


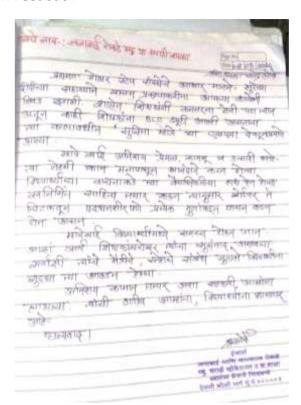
Mrs. Bina Sheth Lashkari Co-Founder, Secretary, Director



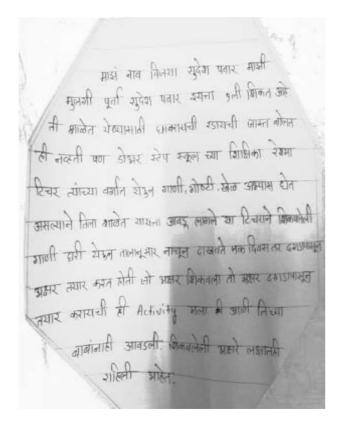
## Door Step School Mumbai - Feedback of Stakeholders

#### Schools HM Feedback





#### Parents Feedback



इत्सम जार वशवशक्या Activity , २५६% एडन सुमाना Active हेवनात , त्याँची उप्ता भूष छान सारे त्याँचा अवभाव भूष छान आहे. जी सूल अध्यासाय क्यी आहेत त्याँचा साठी ग्रुप कव बेताए, तरोच त्या मशक्या मुलामाडी कह छेनात्य. सुमाना दरहिवशी म सुमामाडी कह छेनात्य. सुमाना दरहिवशी म सुमा माहे की लाही त्या सुमाना महान प्रकार केता महान दर्शा महान प्रकार होते महिन त्या । ते ह वी पर्यंत शिक्षमान. एवा में इप उत्तम शिक्षका महिन ।	9-	न्भीमती उपा नेमवार मॅडम् CDoor eps) या मॅडम् नी शिक्तवकामी पहल् नम उन्तर वेभवेशक्या Activity रूपक्य
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## **CONTENTS**





## DOOR STEP SCHOOL MUMBAI

Currently Door Step School has presence in 14 wards of Mumbai More than 50 locations of street, slum communities, pavement, tribal and rural locations

6 School on Wheels in Mumbai & at Rural Locations

67 Municipal School and private schools catering to low income students

Expansion to Raigad District Maharashtra

Programs	DSS Mumbai	DSS Pune
Community Based Interventions (Sites/Schools)	178	368
Community Based Interventions (No. of Children)	13717	18233
School on Wheels (Buses)	6 Buses/ 24	26
School on Wheels (Children)	1228	11538
School Based Programs (No. of Schools)	67	
School Based Programs (No. of Children)	15902	
Rural Project (Pen)	2371	
Total	33218	29771



**Total Beneficiary Reach** 

33,218

Community
Based
Interventions

13,717

School Partnership Project

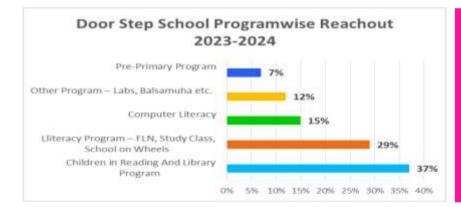
15,902

School on Wheels

1228

**Rural Project** 

2371



The program with largest no. of beneficiaries is Reading and Library program (37%) i.e. over 12350 students

Other significant programs as computer education, Reading program, FLN program in Schools



Remarkably the gender ratio in 2023-24 is equal i.e. almost 50% boys and 50% girls across DSS



Across all programs and activities of DSS, 54% students have attended more than 75% of the sessions and more than 87% have attended more than 50% of the sessions



All enrolled students have moved at least 2 levels in the pre and post-performance assessment

## Innovation in Education: The Door Step School's Pioneering Efforts

The birth of Door Step School began right on the streets of South Mumbai, almost 38 years ago when the co-founders realized that there is a dire need to address the most pressing problem in the economically disadvantaged section of the society. Children were seen to be out of school with abysmal rate of school enrolment and high rate of drop out. The innovation came in where the cofounders thought that if there are constraints in bringing the children to educational institutions, 'let us bring education to the door step of children'. There laid a foundation of the NGO which believes to its core in the value of thinking out of the box when it comes to providing quality education to the children.

Innovation is not only valued in Door Step School, but it always encouraged. Innovation can be seen in the various facets of planning, operations, on-ground implementation, teaching methodology, assessments and teacher training and nurturing. While identifying newer geographical areas for expansion, innovative methods are employed for assessing the need of the educational interventions in the areas. Apart from the social surveys and recce of the areas, the Door

step school team spends a lot of time on ground identifying key people from the areas, visiting the communities, befriending the mothers who have smaller children to get a sense of the 'culture' of the communities. Apart from the data collected in surveys, the team spends time in building rapport. This gives an accurate insight into the needs of the communities, helping the planning process. Similarly, while operationalizing the projects, programs are selected after thorough research, minimizing the risk and maximizing the success potential.

Classes conducted by Door Step School in the communities have high attendance and desired performance of the students due to the innovative pedagogical methods used in the classrooms. Play based methods are used in every classroom to make the classroom engaging for children. Play based methods ensure that children not only learn but enjoy while learning.

The Annual Report 2023-24 explores this perspective and highlights the achievements of the organization.

## Alignment with NIPUN Bharat Mission: Reframing the Curriculum and Implementation



The Society of Door Step School has aligned itself with the national goals of the NIPUN Bharat Mission by the Ministry of Education, Government of India and NEP 2020 (National Education Policy 2020). Within the framework of NIPUN BHARAT, the highest priority of school education will be "Universal acquisition of Foundational learning skills by Grade 3. The overarching goal of the education system is to accomplish Foundational Literacy and Numeracy by the academic year 2026-27. This entails ensuring that every child, by Grade 3, possesses the ability to read with comprehension, perform basic mathematical

Operations, and acquire fundamental life skills.

The Society for Door Step School plays a pivotal role in working towards these objectives in collaboration schools via the School Partnership Program. At Community level and in School on Wheels the curriculum, teaching and implementation is aligned with the overarching objectives of NIPUN Bharat. By using innovative play-based methods, TLM (Teaching and Learning Methods) the Society for Door Step School actively contributes to realizing the goals outlined in NIPUN BHARAT

NIPUN Bharat Objectives	Door Step School's Program
To enable children to become motivated, independent, and engaged readers and writers with comprehension Possessing sustainable reading and writing skills.	Foundational Literacy and Numeracy for Class 1 and Class 2
To make children understand the reasoning in the domains of number, measurement, and shapes; and enable them to become independent in problem solving	Foundational Literacy and Numeracy for Class 1 and Class 2
By way of numeracy and spatial understanding skills.  To ensure an inclusive classroom environment by incorporating play, discovery, and activity-based	Remedial Classes for Students with Learning Lag Reading Program for Class 3 and 4
pedagogies, linking it to the daily life situations of the Children and formal inclusion of children's home anguages.	Library and Home Lending Program
To ensure assessment "as, of and for" learning through portfolios, group and collaborative work, project work, quizzes, role plays, games, oral presentations, short tests, etc.	Innovative Pedagogy implemented at School level
To ensure tracking of learning levels of all students.	Student Performance Mapping Under FLN for Class 1 at Class 2
To ensure availability and effective usage of high-quality and culturally responsive teaching learning material in Children's familiar/home/mother language(s).	Creation and Use of innovative TLM (Teaching Learnin Material) for FLN and Reading Program
To focus on continuous capacity building of teachers, head teachers, academic resource persons and education Administrators.	Teacher's Training
To actively engage with all stakeholders i.e., Teachers, Parents, Students and Community, policy makers for Building a strong foundation of lifelong learning.	Parent's Meetings/Competitions, Events and Workshop held in School covering all relevant stakeholders

## Programs at Door Step School Mumbai

Community-Based Interventions: Door Step School (DSS) stands at the forefront of educational innovation, especially with its Community-Based Educational Program. This initiative is designed to bring age-appropriate learning directly to the doorsteps of underprivileged children living in urban slums and on the streets. Through tailored interventions such as Balwadi (preschool classes), Study Classes, and Non-Formal Education classes, DSS ensures that education is accessible to those who need it most. In addition, the organization runs educational centers at construction sites to cater to the children of migrant workers and operates the School on Wheels—a mobile classroom concept that brings education directly to children living on the streets.

School Partnership Program: DSS has crafted a unique School Partnership Program tailored specifically for schools under the Municipal Corporation of Greater Mumbai (MCGM). This program is a beacon of innovation, enhancing the educational experience for students from marginalized communities. Through this initiative, DSS offers a diverse array of support, including study classes, reading promotion, mental health projects, school bus services, and a variety of recreational and extracurricular activities. The program's core pillars—Foundational Literacy and Numeracy (FLN), Reading Promotion, and Remedial Classes—are designed to meet the specific needs of these students, ensuring a well-rounded educational experience.

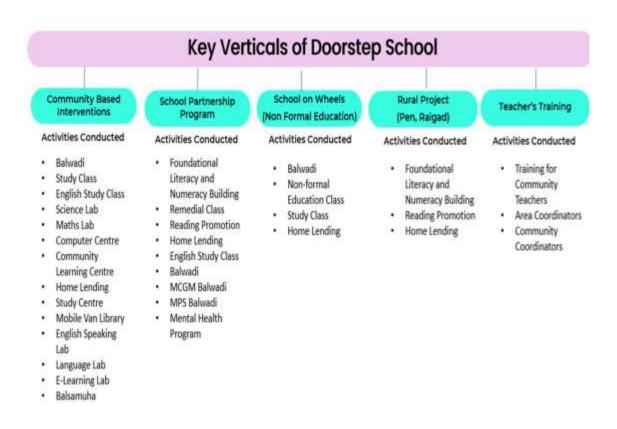
**School on Wheels:** A flagship initiative of DSS, the School on Wheels program exemplifies their commitment to educational accessibility. This mobile classroom initiative brings education directly to the most vulnerable children—those without access to formal schooling. By providing Non-Formal

Education classes, the program ensures that children who have never been enrolled in school or have dropped out can acquire basic literacy skills, facilitating a smooth transition into formal education. The flexibility of the School on Wheels allows DSS to meet children where they are, both in time and place, making education truly accessible.

**Rural Project at Pen, Raigad District:** Expanding its innovative approach beyond Mumbai, DSS has launched a project in the rural areas of Raigad District. This project, which incorporates both the School Partnership Project and the School on Wheels, is tailored to address the unique and complex geographical challenges of the region. By adapting its programs to rural needs, DSS is breaking new ground in ensuring that even the most remote communities have access to quality education.

**Teacher's Training:** DSS recognizes that innovative education requires well-equipped educators. Its training wing is dedicated to the in-house and in-service training of teachers, ensuring high-quality instruction across all its programs. This division also oversees quality monitoring, performance evaluations, and the development of educational modules and aids. Moreover, DSS extends its expertise by providing training to external teachers in collaboration with government bodies, further amplifying its impact on the education sector.

Through these pioneering efforts, Door Step School is not just delivering education; it is redefining how education can reach and transform the lives of the most disadvantaged children.



## **Community Based Interventions**

Doorstep School Mumbai has been engaging with underserved communities to offer quality education to children, striving to elevate their learning outcomes to achieve goals enshrined in the Foundational Literacy and Numeracy (FLN) mission. Community Based Interventions (CBI) were the first kind of interventions started by us in the different vulnerable communities in Mumbai. The unique geographical and socio-economic conditions in Mumbai have led to emergence of various pockets in Mumbai where standard of education of the communities is extremely low. The CBI solve this long-standing problem by offering educational interventions right at the doorstep of the communities. This leads to various offerings and activities to children near their homes, thereby improving the chances of attendance. Following activities are implemented on ground such as Computer Class, English Language Classes, Study Centre and Class, Balwadi, Balsamuha, Science and Math's Lab, Reading Promotion and Home Lending.

#### Novel strategies for mobilization:

Community mobilization and enrolment are yearly activities which are undertaken at the beginning of the academic year to enroll children in various need-based activities. Over the years, the strategies used for mobilization have been evolved by team Door Step which helps in high enrolment of children from communities. The strategies involve an awareness generation, home visits, enrolment drive, demo day where parents can come and talk to the teachers etc. An awareness drive or a rally is also a popular method which in which older students join the teachers to generate awareness in the community about the classes.

In the year 2023-24, a total of 18,924 students were impacted by the various community-based interventions, making it the largest program implemented by the Door Step School – Mumbai.

## Balwadi: For Early Childhood Education and Development

Our Early Childhood Education program, delivered through 'Balwadi' (Kindergarten), is thoughtfully designed to offer nursery education to children aged 3 to 6. This targeted approach focuses on building a strong foundation in literacy and numeracy during these pivotal early years. Our goal is to ensure a smooth transition into formal schooling, equipping children with the essential skills needed to excel in the school environment and successfully navigate the educational system as they advance.

#### Innovative Experiments in Balwadi (Pre School-Education) Visit to the Vicinity



Door Step School's methodology believes that children not only learn in the four walls of the classroom but they learn more effectively when you integrate real life experiences, environments in their learning. For instance, in Balwadi (preschool) younger children are taken for a Visit to the Vicinity (*Parisar Olakh*) where they are taken to nearby shops, police stations and also significant places in their vicinity to acquaint them with real life situations,

people and places. A walk through the neighborhood introduces to new sights, people, and things and opens their mind. A simple visit to a Police Station demystifies the fear of police in the minds of little ones and they look at the police personnel differently. By exploring different environments—such as parks, markets, or farms—preschoolers develop social skills, curiosity, and an understanding of their surroundings. Such outings also enhance language development, observation skills, and sensory exploration, laying a strong foundation for lifelong learning.

## Key highlights of the Balwadi program:

	Total Units	Male	Female	Total Students
Balwadi	49	760	729	1489
BMC Balwadi	20	470	425	895
	69	1230	1154	2384

- Total Classes: A Total of 47 Balwadi units were operation by Door Step School in the year 2023-24 across Mumbai. Areas included A Ward, Indira Nagar, Lallubhai Compound, E Ward, Maharashtra Nagar, Natwar Parekh, Rafik Nagar etc.
- **Total Reach:** Total of **1489** students were enrolled in the Balwadi Program and male-female ratio was almost 50%.
- Medium of Instruction:
  - o 22 Balwadies were in English medium.
  - o 27 Balwadies were in Semi-English medium.
- Enrolment Targets:
  - o **Overall Target:** 1,470 children.
  - Actual Enrolment: 1,544 children (105% of the target).
- Retention:
  - o Continued Enrolment: 1489 (96%) of children retained.
  - o **Dropout Rate: 55 (**4%) of children dropped out (59 children).
- Medium-wise Enrollment: A significant shift was made with 22 classes transitioning to English medium and 27 classes to Semi-English medium, addressing the needs of diverse linguistic backgrounds.
  - o Semi-English Classes: Target: 810; Achieved: 859 (19% old, 81% new enrolments).
  - o **English Classes:** Target: 660; Achieved: 685 (29% old, 71% new enrolments).
- Transition to Formal Schools:
  - o Last year, 51% of children enrolled in formal schools.
  - This year, 75% of children were newly enrolled, and 25% were continuing from previous years.
- Attendance Rates:
  - o Overall attendance was 68%.
  - o English: 74% Semi-English: 63%
- Progress in Educational Engagement:
  - A substantial portion of children engaged in academic activities, with 84% completing all required worksheets. The classroom session completion rate was notably high at 91%.
- Uniforms: 81% of children attended classes in DSS uniforms.
- Parental Involvement:
  - Parent Meetings: Target: 144; Achieved: 132 (92%). The program's success is
    partially attributed to effective strategies, including home visits, parent meetings,
    and strong community rapport built over the years. This engagement has resulted in
    high parental involvement in formal school enrollments.

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#### 1. Challenges and Areas for Improvement:

- While attendance was generally positive, with English KG at 74% and Semi-English at 63%, there is room for improvement, particularly in the Semi-English classes.
- Strategies such as enhanced home visits and better communication with parents are identified as crucial to boosting attendance further.
- 2. **Recognition and Extracurricular Activities:** Various extracurricular activities kept the children busy throughout the year. Some of the activities included:
  - Visit to Zoo
  - Fancy Dress Competition
  - Diwali and Christmas Celebration
  - Rhymes competition
  - This year saw a successful Rhymes competition involving 25 teachers, with seven receiving awards, reflecting the program's commitment to fostering a holistic educational environment.

#### Classroom Learning with the fun and play way











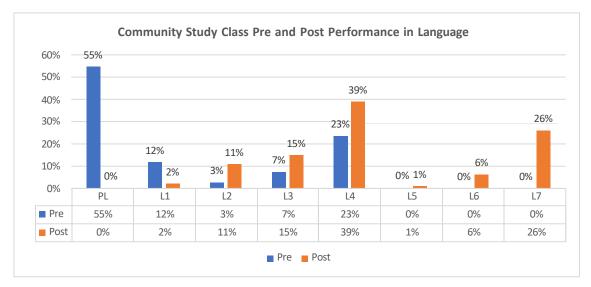
"It has been incredibly valuable for my child to explore new knowledge at a young age. I'm truly satisfied with the support from the teachers and staff of Door Step School Balwadi. The learning experiences, including projects, worksheets, and even the use of technology, have been outstanding. The cooperation from the teacher was exceptional, and I believe everything provided was of the highest quality. My child found the books enjoyable and easy to complete, which made learning a joy. I hope that in the future, even more opportunities like these will be offered, as they have greatly benefited my child."

- Feedback from a parent of a student from kindergarten (Translated from Marathi)

## Study Class: Strengthening Foundational Literacy and Numeracy at the Community Level

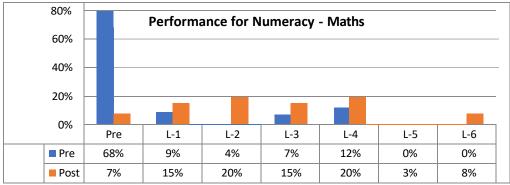
Our Study Class initiative focuses on improving the basic literacy and numeracy skills of children in grades 1 through 4, particularly those from slum communities who are not part of our School Partnership Program. This remedial support program is designed to build a solid foundation in these essential areas, ensuring that children are better equipped to enhance their reading skills. We have developed a robust curriculum framework that spans 120 hours, which aligns with the goals set by the NIPUN BHARAT initiative for 2026-27.

- Enrolment Target: The community outreach program successfully achieved its target, reaching 1,392 beneficiaries (100 %+), surpassing the goal of 1,315. By the end of March 2024, 94% of these children (1,303) remained engaged in the program.
- **Dropout Rate:** The program experienced a 6% dropout rate in the Foundational Literacy and Numeracy (FLN) and Remedial programs.
- Old Children Retention: 34% of children from previous years continued in the program, while 66% were new enrolments.
- Attendance: On average, 91% of children attended more than 50% of sessions. However, 56% of children were recorded in the first category of attendance, a lower rate compared to other Door Step School programs. Maharashtra Nagar recorded only 31% attendance in the first category due to the unavailability of a study class teacher from January 2024 onwards.
- **Teacher Classroom Sessions:** 75% of classroom sessions were conducted, with each child receiving an average of 17-18 sessions per month.
- **Performance Assessment:** were conducted for 1,303 children in the Remedial classes (Hindi/Marathi), focusing on numeracy and literacy development.



- **Pre-Test Results:** Only 22% of children could recognize and identify all 48 letters/alphabet and 14 standardized mantras in Marathi.
- Post-Test Results: 78% of children achieved recognition and identification of all 48 letters/alphabet and 14 standardized mantras in Marathi. They also demonstrated the ability to read passages containing four types of conjunctions with meaningful understanding, engage in extra reading, and write 2-3 paragraphs independently on any given topic.

## Performance for Numeracy (Maths)



- Pretest Results: At the beginning of the intervention year, more than 82% children were only till Level 2 (68% of which were at preparatory level)
- **Post Test Level:** 61% children progressed from preparatory state to Level 2 & 3 and only 7% were at Preparatory level.
- **Reading Competition:** At the community level, 20 children participated in a reading competition, with three being awarded for their improved reading skills.
- Parent Engagement: As a result of the regular parental meetings, parents frequently inquired about homework and, during meetings with equity visitors, expressed that their children sometimes missed regular school but never missed Door Step School sessions.
- Exposure Visits: This year, children were provided with exposure visits, such as a trip to KidZania which is an indoor adventure park which teaches children about professional life through hands on experience of the world of work. Children enjoyed the opportunity to witness information and demonstration about different professionals and tried their hands at various activities that stretched their minds.

#### Use of child centric Teaching & Learning Material in classrooms



#### Tackling the challenge of strengthening FLN skills at community level

The public education system that caters to children from low-income communities already faces a lot of challenges in bringing quality education to children. Municipal schools are not well equipped to meet the needs of the individual children which is a major roadblock in achieving the goal of meeting the learning goals in the crucial formative years of children. Children who belong to slum areas or communities where there are infrastructural challenges, whose parents are not educated or equipped to teach the children are the target population of study classes. Study class of Door Step School is a unique initiative which sets its apart from regular educational initiatives.

- 1. **Tailored to Individual Needs:** Study Class is designed to address specific learning gaps that students may have. These programs focus on personalized instruction, allowing students to receive the help they need in areas where they struggle, whether it's literacy, numeracy, or other subjects. This helps students who go to under resourced municipal schools.
- 2. **Focus on building core Foundational Skills:** Remedial programs often concentrate on strengthening core skills like reading, writing, and basic math. By solidifying these foundational skills, students are better prepared for success in more complex subjects later.
- 3. Play Based and Interactive Interventions: These programs employ specific strategies and teaching methods tailored to address the unique challenges faced by students. This might include the use of multisensory approaches, differentiated instruction, and other specialized techniques to enhance learning.
- 4. **Push for integration:** Study class serves as a bridge for students who are at risk of falling behind. Study class provides the necessary support to bring students up to grade level, helping to reduce the achievement gap and leading to improved overall academic performance and a positive attitude towards learning.

## Bringing the World of STEM to Children in Communities: Science, Maths, Computer and Language Lab (SMCL)



SMCL program is perhaps the only of its kind initiative which has set up Science, Math and Language lab right in the heart of the bustling slums in Mumbai. Science, Math's, and Language Labs provide children from low-income families with access to high-quality education resources they might otherwise lack. These labs offer a structured environment where children can engage in hands-on learning, making complex concepts more accessible and easier to understand.

**Improved Academic Performance:** The interactive nature of these labs allows students to deepen their understanding of critical subjects. For instance, at Doorstep School, children who participate in Science and Math's labs have shown

instance, at Doorstep School, children who participate in Science and Math's labs have shown remarkable improvement in their academic performance, demonstrating the effectiveness of these practical learning environments.

 Skill Development: These labs are not just about improving academic scores; they also focus on developing essential skills. For example, Science Labs encourage critical thinking and experimentation, Math's Labs enhance problem-solving abilities, and Language Labs improve communication skills. This holistic approach ensures that children are well-equipped for future academic challenges.

- **Bridging Educational Gaps:** For children in underprivileged communities, these labs help bridge the educational gap by providing resources that are often only available in more affluent schools. By offering these opportunities, programs like Doorstep School's SMCL help level the playing field, giving all children a fair chance at success.
- Sustained Engagement: The hands-on and interactive nature of the labs keeps students engaged, fostering a love for learning. This sustained interest is crucial for long-term academic success and helps students stay committed to their education, even in challenging circumstances.

### Key Highlights of 2023-24 of SMCL

- Enrolment Success: The program successfully surpassed its target, enrolling 1275 children against the goal of 650. In A' Ward, the target was 300, and 316 were achieved; in M' Ward, the target was 350, and 350 were achieved.
- **Student Composition:** Out of the 666 children attending the lab, 224 (34%) continued from last year, while 442 (66%) are new enrolments. The gender distribution is 44% boys and 56% girls.
- Average Attendance: This is perhaps one of the most successful programs of the Door Step School
  in terms of attendance with the 79% students in Science Lab attending belonging to the attendance
  category of 75-100%; 76% students in 75-100 category in the Math's Lab and around 80% students
  in the highest attendance category in Language Lab.
- Student Performance of Science Lab:
  - o In the pre-test, 53% of the children scored between 1 to 20 marks. In the post-test, these children showed progress.
  - o In the pre-test, 45% of the children scored between 21 to 40 marks. In the post-test, some of these children advanced, while others remained at the same level due to difficulties.
  - o In the post-test, 11% of the children who scored between 61 to 100 marks in the pre-test are not represented.
  - Student Performance in Math's Lab:
  - For standard 3<sup>rd</sup> and 4<sup>th</sup>, in the pre-test, 98% of the children scored between 21 to 40 marks.
     Of these, 83% showed progress in the post-test, while 15% are at an average level and in progress.
  - For standard 5<sup>th</sup> to 8<sup>th</sup>, majority children belonged in the 21 marks to 60 marks range. In the
    post test they progressed to 61 to 100 marks range, showing remarkable improvement in
    scores
- Classroom Session completion: 90% of the scheduled classroom sessions were conducted successfully, while 10% were not achieved due to various reasons.

#### **Workshops and Achievements:**

- Science and Math's Workshops: 17 Science and 17 Math's workshops were conducted for other community children, reaching 495 participants.
- Workshop for Children in Schools: 13 Science workshops were held, benefiting 636 children.
- Puppet, Art & Craft Workshops: 7 workshops reached 266 children in the community.
- Parental Involvement: A total of 7 parent meetings were conducted, where parents expressed positive feedback regarding the Science, Math's, and Language sessions. They acknowledged the impact of these sessions on their children's education and community involvement.
- Science Exhibition Participation: A total of 58 children (18 from A' Ward and 40 from M' Ward) participated in a science exhibition organized at the organization level, engaging a total of 1728 children (320 from their own group and 1408 from the exhibition).

#### · Teacher Development:

- Three lab teachers attended a science exhibition organized by the Engineering Futures STEM Education Project by L&T.
- Teachers received online science-related information from the Bhau Daji Lad Museum.
- Two teachers participated in a Math's workshop through Navnirmiti and explored the Navnirmiti (Kutuhal) science materials in person.
- Reading Competition Success: In the reading competition, a girl from the primary group in A' Ward
  won the first prize, while in the secondary group in M' Ward, one girl secured first prize and two
  girls won third prizes.

#### Why do children learn differently in SMCL?



Interactive Learning: Hands-on activities make complex concepts easier to understand.



Engagement through Games: Educational games enhance engagement and retention of knowledge.



**Experimentation:** Practical experiments solidify theoretical learning, making it more relevant.



**Enhanced Curiosity:** Encourages curiosity and inquisitiveness among students.



Real-World Application: Teaches students how to apply knowledge in real-world scenarios.



**Skill Development:** Improves critical thinking and problemsolving skills.



**Tailored Learning:** Activities can be customized to cater to different learning paces.



Improved Retention: Interactive pedagogy helps in better retention of information.



Collaborative Learning:
Promotes teamwork and
communication through group
activities.



Confidence Building: Engaging in labs boosts students' confidence in their abilities.

#### Science Exhibition – An Event to Boost Confidence of Students

On 23rd February 2024, Door Step School conducted a Science Exhibition at Prabhodhankar Thakre School in Hindi and Marathi mediums. The event, organized by the A' ward Science Lab, involved 18 students and aimed to raise awareness and foster interest in scientific concepts among children. The exhibition featured topics such as Reflection of Light, Eclipse (Solar and Lunar), Centrifugal Force, Heat, and Life Cycle of a Butterfly, Volcanoes, Lava, Magma, Magnetism, Chemical Reactions, Water Purification, and more.

**320 students** from **Prabhodhankar Thakre School** attended the event, engaging with these scientific displays. Teachers provided positive feedback, noting that the experiments were **innovatively selected according to class levels** and were presented with **confidence and clarity** by the students. The principal of the municipal school also actively participated, addressing scientific queries from the teachers.

#### Student's Feedback:

- Adarsh Kamat said- "I got a chance to experiment in another school, hence I was feeling proud. My experiment was lava, the information given in my door step school regarding lava, magma and volcano was very important. That's why I was narrating the information easily."
- Manjula & Hiri said- "We performed this experiment of lunar eclipse and solar eclipse through practical and module. While demonstrating these experiments to the students, teachers and principals who came to see the experiment, our confidence was increasing and our excitement was increasing too."

#### A Journey into the World of Science: A Visit to Nehru Science Centre



Recently, 200 students embarked on an **educational adventure to the Nehru Science Centre in Worli**, with the objective of **immersing themselves in the fascinating world of science**. This visit was carefully planned to provide these young minds with an opportunity to explore scientific concepts through **hands-on experiments and interactive exhibits**.

As the students arrived at the Nehru Science Centre, their excitement was palpable. Throughout the day, they engaged with a variety of exhibits and learned about **significant scientific discoveries**. The visit also provided them with **valuable information on COVID-19**, helping them understand the importance of science in our everyday lives.

One of the highlights of the visit was the opportunity for the students to **conduct hands-on experiments related to sound and pressure**. These experiments

Allowed them to directly interact with scientific principles, making the learning experience both enjoyable and impactful.

**Teachers accompanying the students** were impressed with how beneficial the visit was, especially for those from the science lab. They observed that the exposure to real-world scientific applications **reinforced the concepts** the students had been learning, making the trip not just educational but also **incredibly fruitful**.

### Computer Centre: Foray into Digital Literacy

Computer Centre has been the most popular activity at community level started by Door Step School. Establishing a community computer center is not just about providing access to technology; it's about creating pathways to opportunity for children from low-income families. By equipping them with digital skills, we empower them to navigate the future confidently. Investing in such initiatives is essential for fostering a more equitable society where every child can thrive in a digital world. Our community computer centers serve as a vital resource for children from low-income families, bridging the digital divide and ensuring equitable access to digital tools and skills.



#### Thinking Way Ahead of Time: Taking the bold Step

Years ago, the landscape of education and digital access in slum communities was starkly different. While technology began transforming lives globally, many organizations hesitated to venture into the realm of digital literacy in underserved areas. Problems were manifold: lack of infrastructure, safety of the computers, and lack of understanding of the demand and how the community will receive it etc. It was against this backdrop that Door Step School took a bold step to establish a community computer center. Recognizing the growing digital divide, Door Step School's leadership understood that access to technology was not just a luxury but a necessity for the children in slum communities. Their vision was clear: to empower children with digital skills that would enhance their educational and future employment opportunities. This forward-thinking approach has paid off with thousands of children getting completing the digital literacy program from its centers.

## Key Highlights of the Computer Centre:

- Target Achievement: 100% target completion of enrolment in all computer centers.
- **Curriculum Completion:** 100% of the prescribed curriculum has been completed in all computer centers.
- Gender Balance: Male-to-female ratio across all centers is equal at 1:1.
- Competition Participation: 66 students participated in the annual competition held across all centers.
- Dropout Rate: Approximately 3% of students have dropped out from the overall computer strength.

#### Attendance:

- o 88% of sessions completed across all centers.
- o 70% of students attended 75% to 100% of sessions.
- o 20% attended 51% to 75% of sessions.
- o Overall, 90% of students attended more than 50% of sessions.

#### Performance Levels:

- o Level 2: DSS and Non-DSS students show equal progress.
- Level 3: 44% of DSS students and 25% of Non-DSS students completed this level (working on MS Word).
- Level 4: 27% of DSS students and 14% of Non-DSS students completed this level (working on MS Excel).
- Level 6: 24 DSS students (15%) and 759 Non-DSS students (31%) have completed this level;
   overall completion rate is 29%.
- Performance at Level 3 and Level 4 indicates DSS students perform better than Non- DSS students, except at Level 5 where performance is equal.

- Cultural Activities: Various activities celebrated important days and festivals, including:
  - World Computer Literacy Day
  - o Diwali
  - Ganesh Festival
  - Christmas
  - o Launch of Chandrayaan
  - World Literacy Day
  - Women's Day
  - o Republic Day
- Student's Creativity: Unlike the regular assessments, students are also assessed on their
  ability to create interactive presentations using all the tools taught in the class. Students
  created animated presentations with advanced graphics based on the themes of the
  celebrated days.
- · Assessment Completion: Pre and post-tests conducted with 91% of enrolled students

#### Innovation in Curriculum: Successful pilot of a new advanced course

Based on the progress of the students from Ambedkar Nagar, Balkum in Thane, the organization decided to collaborate with **Raj Computers**, a well-known computer institute to run an advanced crash course 'Certificate Course in Computer Technology' (CCCT). The course focused on 2 weeks of intensive training by experts. A total of 18 Students successfully completed the course. The topics included advanced topics which covered latest tool and technologies such as the following:

Day 1:	Introduction to Computers: Evolution of Computers   Hardware and Software   Evolution of Language Operating System. 2. Hardware Concepts: What is a Computer?   Block diagram of Computer and CPU   Types of Computers   Input / Output Device   Memory
Day 2:	Digital Marketing: What is Digital Marketing   Types of Digital
	Marketing   Advantages of Digital Marketing
Day 3:	Chatgpt and Other AI Tools Session 1
Day 4:	Chatgpt and Other AI Tools Session 2
Day 5:	Introduction about website How to buy domain
Day 6	HTML Fundamentals
Day 7	HTML Tags
Day 8	Form tags in HTML
Day 9	Table Tags in HTML
Day 10	Graphics Fundamentals
Day 11	Canva Introduction
Day 12	Canva Template Creation
Day 13	Canva Video & Post Creation
Day 14	Social Media Marketing Introduction
Day 15	Revision/ Additional Day

These highlights reflect the positive impact and reach of the computer centers, demonstrating significant engagement and progress among students.

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#### Building Confidence via Digital Literacy: Story of Vaidika Chavan

Vaidika Chavan, a 4<sup>th</sup> Class student was shy student when she joined the class. Initially, she very



Lows on confidence and would hardly speak and express herself. She was curious to learn Computers but was hesitant to ask any questions to the teacher. Looking at her nature, teacher of the computer center paid additional attention to Vaidika. Teacher realized from the interaction that Vaidika had many questions but since Computers was a new subject she would not get her doubts clarified. To make her feel confident, teacher initially gave her simple tasks such as typing numbers in MS Word.

When she gained confidence, teacher asked her to move to letters. With ample practice and a hold on typing, Vaidika's confidence grew and she started opening up in the class.

Her initial hesitance has disappeared and today she handles the computer confidently. Today, she walks into the computer class

with confidence and even can recall names of all the computer parts, type with speed and express her creativity via presentations. She also interacts with her peers happily, helping out others when needed. In a short span of 6 months, Vaidika has not only gained the confidence and skills in digital literacy but it has impacted her overall personality positively.

### Digital Learning Initiative via Tablets

**Objective of the Initiative**: The primary goals of the digital learning initiative are to enhance students' conceptual understanding, increase their interest in education, and sustain their learning through digital tools.

Since 2019, Door Step School has integrated digital learning into its curriculum through the use of tablets. This initiative gained significant momentum during the lockdown, allowing for effective online learning, parent meetings, and vital awareness campaigns regarding the coronavirus. The use of tablets has continued to play a crucial role in in our activities.

#### **Key Achievements**

- Beneficiary Reach: A total of 3,455 children from 14 locations have benefited from 172 tablets, enhancing access to learning resources across various programs, including Special Classes (SC), Non-Formal Education (NFE), pre-primary, English, and Smart Learning Materials (SML).
- Daily Usage: Each child utilizes the tablets for half an hour daily, fostering consistent engagement with digital content.
- Parental Involvement: During parent meetings, tablets are used to present relevant content, reinforcing the importance of digital learning and helping parents understand that education is increasingly digital.

#### **Learning Outcomes**

- Accelerated Learning: Children are rapidly improving their language and math skills through mobile applications, including:
  - o Hindi and Marathi rhymes
  - Vocabulary-building activities with pictures
  - Reading and storytelling exercises
  - Math games covering multiplication and number recognition (1 to 100)
- **Scientific Exploration**: Students in science labs have begun exploring new experiments on YouTube, enhancing their practical knowledge and creativity through hands-on model-making.
- Engagement with Technology: Online sessions featuring storytelling and interactive reading have connected students with volunteers and peers, further enriching their learning experience.
- Interactive Learning Tools: Activities involving sentence translation, reading comprehension, and writing exercises have improved students' understanding and practical application of language skills.

#### **Outcomes of the Program**

- **Improved Retention**: Students have started to remember letters through visual aids, enhancing their literacy skills.
- **Vocabulary Expansion**: There has been a noticeable increase in students' vocabulary, contributing to their confidence in communication.
- **Enhanced Interest in Learning**: The engaging nature of digital content has significantly boosted students' interest in education.
- Efficient Concept Practice: Digital tools have made it easier for students to practice concepts taught in class, saving time and increasing effectiveness.
- **Development of Social Values**: Stories shown on YouTube have deepened students' understanding of social values, further enriching their education.

#### Empowering Krishna Raju Chauhan through Digital Learning



Krishna Raju Chauhan, a 9-year-old boy, lives with his mother and younger sister on the footpath in Chikuwadi. Despite his eagerness to learn, Krishna faces significant challenges. He often accompanies his mother to work in the sewers and begs in front of a temple, leaving him little time for his studies. This situation made it difficult for him to grasp the concepts taught in class, causing him to fall behind. Recognizing Krishna's passion for technology, Door Step School (DSS) staff introduced him to digital learning using tablets. With the help of his teacher, Krishna engaged with educational content on the tab. When he struggled with concepts, the teacher provided

Guidance, encouraging him to try again until he succeeded. Each day, Krishna dedicated time to solving math problems and watching instructional videos, which kept him motivated to attend class.

The impact of the intervention was profound. Krishna became a regular attendee, eagerly looking forward to his daily sessions with the tablet. His newfound interest in learning sparked a desire to ask questions and seek examples for better understanding. Within just five months, Krishna successfully completed Level 7 of the curriculum.

Not only did Krishna's academic performance improve, but he also began assisting other students who struggled, showcasing his confidence and commitment to learning. Through the power of digital education, Krishna transformed his educational journey and embraced the joy of learning.

## Mobile Library Initiative: Taking the books to the doorstep of the readers

"It is not enough to simply teach children to read; we must give them something worth reading. Something that will stretch their imaginations — something that will help them make sense of their own lives and encourage them to reach out toward people whose lives are quite different from their own."

—Katherine Patterson

The Mobile Library Project is a dynamic initiative aimed at fostering literacy and a love for reading among children from 1st to 10th standard in two key locations: Lallubhai Compound and Aarey Colony. Each day, a mobile van full of variety of books reaches out to the children from these two locations and waits at the location. Children access the library and borrow books. Sometimes children sit outside the library and finish reading the books. The library attendant also guides the students about which books to read. Each child's book count and which book the child has borrowed is noted by the attendant. This gives the organization an idea about the popular books, number of books borrowed by each child; giving an insight into the children's reading habits. Various activities and programs are also conducted by the organization such as reading fairs, festivals, and competitions to encourage the children to read more books and expand their horizons.

#### Key Highlights of the mobile library program:

- Target Reach: The program successfully covers a total of 1,321 children, exceeding its initial target of 1,300. This includes 300 children in Lallubhai Compound and 1,000 children in Aarey Colony.
- Attendance Rates: The initiative has achieved impressive attendance metrics:
  - 95% of children have attended more than 50% of planned library visits.
  - 74% of children fall into the first category of attendance criteria, attending over 75% of library visits.
- **Demographics**: The program serves a diverse group of students, with **690 males** (52%) and **631 females** (48%), reflecting a balanced gender representation.
- Library Resources: The Mobile Library boasts a robust collection of 4,970 books, comprising:
  - o **2,281** in Hindi o **1,972** in Marathi o **717** in English
- Consistent Engagement: The library operates through 22 pockets, with 10 weekly visits to Lallubhai Compound and 12 visits to Aarey Colony, ensuring regular access to reading materials.
- **Retention**: Remarkably, the program has maintained a **0% dropout rate**, underscoring its effectiveness in keeping children engaged in their love for reading.

Through the Mobile Library Project, Door Step School not only promotes literacy but also cultivates a reading culture among children, empowering them with knowledge and skills for their academic journey.



Mobile Library At Lallubhai Compound



Children Queuing up in Arey Colony for issuing books



Children and Parents browsing books

## Mental Health Program: Nurturing Healthy Minds

The Mental Health Program at Door Step School has made significant strides in fostering mental well-being among students, parents, and teachers. Through a series of interactive sessions and community engagement initiatives, the program aims to enhance mental health awareness and create a supportive school environment.

## Key Highlights of the Mental Health Program

- Session Outreach: A total of 85 interactive sessions were conducted across 14 schools in Mumbai and Vakrul, reaching 2,855 students.
- World Mental Health Day Celebration: The program celebrated World Mental Health Day with a street play competition, engaging 145 students from 12 groups (4 from the community and 8 from schools). Topics addressed included:
  - Peer pressure
  - Bullying
  - o Good touch and bad touch
  - Adulthood stress and its impact on mental health
     The first prize was awarded to Deonar Hindi School No. 1.
- Parental Engagement: The "Balak Palak Savand" workshop was conducted in 5 schools, benefiting 172 parents and 144 children. This workshop focused on enhancing communication between parents and children, fostering understanding of emotions and mental well-being during adolescence.
- **Building Relationships**: Efforts were made to build rapport with students at Vakrul Ashram School, using storytelling methods that resonated well with the children.
- Counseling Referrals: The program successfully referred cases to M- power counselors, resulting in the termination of 7 cases this year, with 19 ongoing cases. This highlights the program's commitment to early identification, intervention, and counseling services.
- Objectives:
  - 1. Raise mental health awareness and sensitivity within the school environment.
  - 2. Reduce stigma and foster a conducive atmosphere for discussion.
  - 3. Improve personal well-being and productivity through early intervention.
  - 4. Create a supportive environment for children, teachers, and parents focused on mental health education.
- **Support Groups and Topics**: The program created support groups providing psych education and mental health first aid, addressing issues such as:
  - o Attention and concentration difficulties
  - o Behavioral issues (e.g., anger management, selective autism)
  - Learning disabilities
  - Family conflicts and parental neglect
  - Developmental and intellectual delays

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## Outcomes of the Mental Health Program

The Mental Health Program has successfully widened communication between parents and children, increased acceptance of roles and responsibilities, and heightened awareness of the importance of love and care in supporting children's mental well-being. Through these initiatives, Door Step School is committed to nurturing a healthier, more informed community.

#### Case Study: Rahi's Journey to Healing

Rahi, a 14-year-old girl living in Sathe Nagar with her joint family, has faced significant challenges throughout her life. After the death of her father when she was just nine, she endured years of emotional and physical abuse from her brother-in-law, which culminated in a six-month period of depression. This trauma led to the development of epilepsy, exacerbated by stress and anxiety. Despite her family's struggles, including her elder brother's inability to take responsibility at home, Rahi found the courage to confide in her mother and elder sister about the abuse. However, instead of support, she was urged to keep silent.

Through counselling, Rahi learned the importance of consistently taking her epilepsy medication and managing her anxiety through breathing exercises. With guidance, she established boundaries at home, avoiding isolation with her brother-in-law. As a result, Rahi has made significant progress; she now regularly attends school, has begun making friends, and dreams of becoming a government officer to support her family. Building trust and rapport with her counsellor has empowered Rahi to take control of her life and prioritize her well-being.



Figure 1 Street Play Competition in progress



Figure 2 Mental Health Session in Progress



Figure 3 Balak Palak Samvad

### School on Wheels Program: Taking Education to the Most Vulnerable Children

School on Wheels has been our flagship program. Door Step School is a pioneer in initiating this project in Mumbai in the year 1998. Starting with 1 SoW in South Mumbai, Door Step School currently runs 6 SoWs in different parts of Mumbai. One bus travel to 6 locations in a day thus annually reaching out to over 500 children. The School Bus Service run through School on Wheels has brought down dropout rate of BMC or formal school going children and has helped in sustaining them in schools. School on Wheels (SOW) was born out of the need to provide an innovative solution to the unique problem of street children. Children living and working on street are mostly drop out from schools or have never been enrolled into schools. They lack access to basic Foundational Learning that can enable them to have a better future. Considering this, mobile classroom that is hosted in a bus provides a perfect solution to bring these children in the fold of education. Classes conducted range from Balwadi (Pre School), FLN (For Class1 and 2) which is called Non-Formal Education I.e. NFE and focus on building foundational literacy and numeracy in knowledge in children, study class, home lending program etc.

#### · Beneficiary Reach

School On Wheel- Beneficiary Reach	
SGNP Study Class	57
Non-Formal	751
Home lending	420
	1228
Rural SOW in Raigad	77
Balwadi	91
Computer Center	456



#### **Locations of School on Wheels:**

Malad Gandhi Nagar, Manchubhai, Poiser, Pai Nagar, Chikuwadi,chunapada, Pimpri Pada, Kalibasti, Devipada Crowfard Market, Wadi Bunder Andheri, Jogeswari, Oberoy Mall, Film City Rd ,Omkareshwar, Ambewadi , Indira Nagar , Raguleela Mall Rural Area – Pen Vakrul

- Gender Ratio: The gender ratio in SOW is skewed towards girls as more girls drop out of schools or have never been enrolled into school. 54% enrolled students are girls and 46% enrolled students are boys.
- Performance of Students: More than 86% of students were at basic level in the pre
  assessment. 61% students crossed Level 2 and progressed to the next level showing
  significant improvement in the academic movement.



**Kite Making at School on Wheels** 

#### **Best Activity: Reading Corner Initiative**

The "Reading Corner" program, titled "We Will Study, We Will Grow," aimed to improve children's reading abilities and vocabulary by providing access to storybooks, volume books, newspapers, and reading sheets. The initiative encouraged children to explore different reading materials weekly, helping them engage with new words and their meanings. A special corner was set up where children could choose their favorite books and read independently. Different reading models were introduced to diversify the experience. As a result, children across multiple villages began to show increased interest in reading. They took the initiative to read on their own, enhancing both their reading skills and their enjoyment of the activity. Feedback from parents and educators was overwhelmingly positive, with many noting that children eagerly shared the stories they read at home.









#### Case Study: Encouraging Education among Siblings, living and working on the street



Ravi, Sagar, and Kajal are siblings from a family of eight. Their parents, Lakshmi and Gangaram Kale, rely on their children to sell pens and toys at traffic signals, prioritizing income over education. The parents were hesitant to send their children to study on the Door Step School (DSS) bus, as it conflicted with the children's work schedule. Selling pens was crucial for the family's daily expenses.

DSS staff consistently visited the family to encourage them to send the children to school. After several discussions, the parents expressed concerns about losing income if their children stopped selling pens. The staff explained the long-term benefits of education, emphasizing that an educated future would offer the children more stable work opportunities. The parents agreed to send one child at a time for schooling.

Initially, one child attended classes, and with support from siblings, homework was completed. Gradually, all three children began attending regularly. Over time, the parents saw the value of

education, and more children from the colony started attending classes. Today, the family regularly sends their children to study, and many

















HOLI CELEBRATION

## School Partnership Program (SPP)

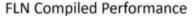
The School Partnership Program has been dedicated to enhancing foundational literacy and numeracy skills for children in 1st and 2nd grades across Municipal schools under the MCGM and low-cost private schools. Additionally, the program has focused on cultivating reading skills and habits for students in grades 3 to 8.

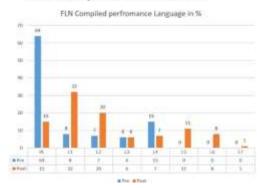
Our interventions have been met with overwhelming support from all 40 Municipal schools with which we collaborate. The innovative teaching methodologies and the effective use of Teaching-Learning Materials (TLM) have earned high regard from school management. A strong partnership between school teachers and DSS educators has fostered seamless classroom operations, ultimately contributing to a positive and nurturing learning environment for the children.

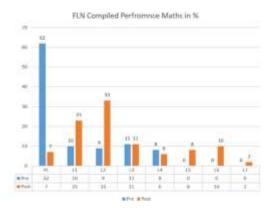
## Achievements in the academic year 2023-24

Activities in the	Achievements
School Program	
Foundational Literacy & Numeracy Class	<ul> <li>Improved Foundational Literacy and Numeracy skills of 3700 children from 1<sup>st</sup> and 2<sup>nd</sup> Std of Municipal and pvt. Low-cost schools</li> <li>83% children had attendance above 50% of school days.</li> <li>84% children were able to read and write language they learn at end test out of 90% children who were unable to read and write language at the baseline. Similarly in Math's 83% children were able to do basic operations against 62% children were found Nil in baseline performance.</li> </ul>
Remedial Class	<ul> <li>467 Children with learning loss from 3<sup>rd</sup> and 4<sup>th</sup> std. were provided with Remedial class support</li> <li>77% of children attended above 50 %of school days</li> <li>Only 20% children were able to read and write joint words and sentences at baseline of program which has reach to 80% by end line achievement.</li> <li>86% children went 2 level ahead in their learning language and math's in end line performance.</li> </ul>
Reading Promotion	<ul> <li>Reading capacity of 3207 children from 3<sup>rd</sup> and 4<sup>th</sup> std was improved with the help of various reading workshops and activities.</li> <li>51 % children have achieved 51-70 turns, 35%children have achieved 31-50 turns, 14%children have achieved 1 -30 turns</li> <li>Performance of 1515 children out of 3148 children i.e. 50% has been taken.</li> <li>64% are seen reading with comprehension.</li> <li>Average number of books read by children are 47</li> </ul>
Home Lending	<ul> <li>4815 children from 5<sup>th</sup> to 9<sup>th</sup> std were reached through home lending program and provided with access to improve in language skills through various reading activities.</li> <li>During pre-testing, 63% of the children were able to read sentences. Post-intervention, 87% progressed to reading passages, with only 13% remaining behind in reading skills.</li> <li>From a selected group of 2,099 students, 1,832 (87%) achieved proficiency in paragraph reading.</li> </ul>

## Program in Focus: Highlights of the FLN Program in School Partnership Program







- In Language, only 36% students were able to read to read and recognize Marathi / Hindi
  alphabets during the baseline test performed at the beginning of the program in July. During
  the post-test it was recorded that 85% of the students who could recognize the same,
  underlining the outcome of the program.
- In Mathematics only 38% students could perform basic numerical functions, whereas after post-test 93% students progressed to the next level.

### **English Language Development Program:**

English Study class program aims to develop English language of the children that come from the weaker section of the society. The program runs in two modules

- 1) Municipal school-based interventions and
- 2) Community based centers.

#### **Objectives of English Study Class:**

- Enhance foundational literacy in English language of the children studying from 1st to 4th std. in English medium municipal and low cost pvt. Schools.
- Support children to develop English language to perform better academically.
- Encourage children to adopt English an effective communication channel fearlessly as English is not their first language.
- Facilitate English language to Students and motivate them to speak in English language.

## Key Highlights of the English Program:

- In the 2023-2024 academic year, the English Language Program achieved approximately 90% of its target, focusing on building foundational skills for students in 1st to 4th grades. We implemented a structured 160-day framework for these classes.
- Expansion and Implementation: Eight new community classes were launched—four in the Lallubhai compound and four in Mandala. The program also expanded into formal schools, with one BMC school, MPS Turbhe School, and National School (a private institution) joining the initiative. We have received permission to introduce the program in four additional schools, including Shankarwadi Municipal School in Wadala.

#### Attendance and Performance:

- Community Attendance: 32% of students maintained high attendance (76-100% category), while 48% fell into the 51-75% range.
- School Attendance: 14% of students had high attendance (76-100%), with 55% in the 51-75% range.

#### Performance Indicators:

- Letter Formation: 98% of community students and 97% of school students can identify, read, and write all 26 letters.
- CVC Indicators: 24% of community students reached the 6th level, demonstrating the ability to read and write 120 CVC words.
- Vocabulary: 10% of community students completed the 8th level (200 vocabulary words), while 7% of school students completed the 2nd level (78 vocabulary words).
- Sight Words, Grammar, and Self-expression: Around 8% of students completed all levels in these areas, indicating the need for increased focus on these skills.
- Session Completion: On average, 86% of sessions were completed across all programs
- **Dropout Rates:** A total of 52 students from the community dropped out due to relocation, other educational commitments (Arabic classes, private tuition), or time constraints. Additionally, 37 students dropped out from schools, with 20 removed from the register at Deonar School No. 2.
- Events and Achievements: At the 10th Create Trophy for Excellence, organized by the Create Foundation, 11 NGOs participated, including DSS. Our students performed a group dance and won the Special Judge prize. We also completed four interactive English-speaking sessions with EQT volunteers and ELP staff, which greatly benefited the participants.

Activity - Learning Adjectives









Activity - Learning Conjunction









### Balsamuha: Harnessing the power of collective awareness and action

The Balsamuha Initiative aims to engage Doorstep School alumni and community youth to foster responsible citizenship. Throughout the program, children have shown regular attendance, academic improvement, and increased confidence. By March 2024, Balsamuha had reached 734 children, with 524 community beneficiaries and 210 enrolled through the school partnership program. Impressively, 732 children were sustained through the program by the end of March, impacting 734 families and over 3,000 individuals.

- The program operates in 26 pockets across Mumbai, with a minimal dropout rate of just two children. Regular communication, talent showcases, and educational excursions have all contributed to the children's success. Many children have shown improvement in school, benefiting from these sessions. Of the children in the program, 54% were returning from the previous academic year, while 46% were newly enrolled. The gender ratio indicates 57% girls and 43% boys.
- In terms of meetings, 215 were planned, with 201 successfully conducted (93%). Attendance records show that 95% of children have attended over 50% of sessions, with 76% exceeding the 75% attendance threshold. Competitions, such as street plays, helped children gain recognition, with several receiving awards at both organizational and community levels. The "Mansawand Street Play Competition" at Limboni Baug School saw the participation of nearly 200 children, raising awareness of mental health issues like peer pressure, bullying, and adulthood stress.
- Attendance in meetings: Almost 90% children have participated in more than 50% of the Balsamuha Meeting, which depicts the popularity of the initiative amongst children
- Children have become more vocal about issues they face at school and in the community, participating in outreach activities like rallies and cleanliness drives. Additionally, they have performed street plays in various locations, further spreading awareness. Collaborative activities with Cathedral School have also been an important part of Balsamuh's value-education sessions. The program continues to inspire children toward active participation in both their studies and community, fostering a stronger, more aware generation.

Topics of the Sessions Conducted for Balsamuha: Balsamuha framework is focused on raising awareness amongst youth about self, their families, communities and society around them. The sessions focus on generating self-awareness and self-identify and also identifying issues affecting the youth and their communities. The objective is to make children aware of their active role in bringing a change in the social issues affecting them.

- Self-introduction
- Child participation at personal level
- Child participation at family level.
- Child participation at community level
- Team Work
- Child Rights and Child Participation
- Time Management
- Self confidence
- Dealing with Stress / Stress Management
- Identifying the social issues and build their leadership to resolve those issue in school and community
- Communication Public Speaking
- Participation in School
- Celebration of different days of significance such as the literacy day, environmental day, women's day etc.





### Continuous Innovation in Training and Development

A dedicated training department in Door Step School has evolved over the years and has dedicated team to enhance staff and teacher's skills, ensuring effective program delivery and sustainable impact. The Training arm of DSS enables continuous capacity building, improving the organization's ability to meet evolving community needs.

In 2024-25, a significant milestone was achieved as 134 teachers successfully completed their training, significantly enhancing their teaching skills and capacity to improve classroom outcomes.

#### Key highlights of the training and development initiatives were:

 Resource Allocation and Framework Implementation: An advanced framework and performance sheets were introduced across 35 schools, 8 communities, and 70 teachers, providing the essential groundwork for structured and consistent learning.

#### · Resource Distribution:

- o 36 language and mathematics Marathi resource bags were distributed to 30 teachers.
- Textbooks for 1st and 2nd standards were supplied to 50 FLN (Foundational Literacy and Numeracy) teachers.
- Counting materials, tens, units, and thousand cubes were provided for 55 FLN teachers
- Additionally, 25 pre-primary teachers received essential resources like beds and flowers for enhancing classroom environments.

#### Teaching Aids and Class Planning:

- 160 days of class planning were developed for pre-primary levels, ensuring structured teaching plans.
- 45 junior and 45 senior English worksheets were provided to 24 kindergarten teachers, strengthening language education.
- 4 new pre-primary Teaching and Learning Materials (TLM) were developed, along with
   2 new Aao Padho books.
- Child observation sheets and English progress cards were introduced to track students' growth.

#### Teacher Training and Observations:

- 65 teachers from Panvel Corporation participated in a one-day training session, while
   13 teachers from Taloja and Silvasa benefited from a 4-day training.
- A total of 60 teachers were observed through 110 visits, enhancing monitoring and feedback mechanisms.
- 124 Door Step School (DSS) teachers underwent 103 days of intensive training by skilled trainers, empowering them to effectively teach foundational mathematics concepts in English. Post-training, these teachers reported being more confident and comfortable in their roles, and students showed improved learning outcomes through the resource bags provided.
- o By the end of the year, 90% of teachers reported a solid understanding of the advanced framework marking system, overcoming initial challenges.

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#### Classroom Innovations:

- A pivotal shift occurred with the introduction of 22 English medium pre-primary classes, replacing older Hindi-medium classrooms. While initial admissions were slow, a positive response from parents reinforced the value of this transition.
- Classroom environments became more conducive to learning, with students showing marked improvements in their capacity to engage with the curriculum. Of the 10 teachers involved, 3 showed significant improvements in their English teaching skills.

#### Parental Engagement and Support:

Out of 1,382 parents of pre-primary children, 1,191 actively participated in solving worksheets, demonstrating a strong commitment to supporting their children's education. This was an innovative and out of the box initiative where cooperation was sought from parents to study alongside their children to ensure a conducive environment at home and full participation of parents in the learning journey of the child.

#### Community Engagement and Additional Highlights:

- Door Step School staff attended 21 cluster committee (CC) meetings, 4 academic committee (AC) meetings, and 6 block meetings to ensure continuous engagement with the education community.
- A total of 13 teachers were selected for the RP Pilot Project from 23 interviewed candidates.
- The organization also collaborated with the Ambuja Foundation to distribute 7 Hindi language resource bags, further extending educational resources.

These efforts not only improved the quality of education but also reinforced the support for educators, parents, and students, bringing the community together towards achieving better educational outcomes.

#### **Training in Progress**





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# Our Major Project Partners 2023-24 For Mumbai

Crant	Donation	Donation
Grant  Best Alternative Advisory Services LLP	Donation Abhishek Barhanpure	Donation Shubham Sancheti
The state of the s	•	
Bloombay Private Limited	Ambuja Cement	Swati Pandey
BPEA Advisors Private Ltd	Anandi Joshi	Swati Shriniwas Joshi Tauhid Mohammad Igbal Shaikh
Charities Aid Foundation America (Parker	Bharatiben Parekh	
Hannifin Fund)	Chaitanya A Athale	Tausif Mohammad Iqbal Shaikh
Child Action - Sharma Foundation Children's	Create Foundation	United way of Mumbai
Hope INC	Darayus Bajan	Uthiriea swamy
Cyrus Investments Pvt. Ltd.	Freny Daruwala	Varsha Ratnakumar
EQT Foundation	Gaurav Suresh Sheth	Vasudev Nori
First Abu Dhabi Bank (FAB)	Hirdwani Trust	Vishal Shenoy Bhartiben Dalal
International Asset Reconstruction Company	_	
(P) Ltd.	Maks Motors Private Limited	International Asset Reconstruction
Kalpataru Limited	Mayur Ankolekar	Company (P) Ltd.
Kalpataru Plaza Pvt. Limited	Mohammad Iqbal Mohammed Kasim   Shaikh	TIAA
Kalpataru Retail Ventures Pvt. Ltd.(KRVPL)		Rishi Acharya TISS
Kotak Securities Limited	Neha Koli Nitu Yeshwant Bafna	Hiteshi Amit Munde
Kratz Barrary LLP		Amit Munde
Larsen & Toubro Limited,	Rajashekhar	
LORD India Pvt Ltd.	Rajesh Rasika Ambokar	
Mumbai Municipal Corporation  Navneet Foundation	Rohit Verlekar	
Northern Arc	Sadhana Dikshit	
Parker Hannifin India Pvt. Ltd		
Schueco India Private Limited	Satish Dattatraya Deshpande	
Social Initiative - Carnegie		
Sterling Investment Corporation Pvt. Ltd The Global Fund for Children		
United Way of Mumbai		
Officed way of Multipal		
Volunteers		
Falguni Vithlani - SNDT University	Disha K. Chakrabarty - BD Somani	Vanshika Makhijani - St. Xaviers
Aayesha Siddiqui - SNDT University Aryan	International School	College
Tyagi - St. Xaviers College Shivin Chanana	Farah Kurani - Children's Hope	Kaira - St. Xaviers College
- St. Xaviers College Manas Kumar - St.	Aarav Chhawchharia - Pedal & Pro\$per	Aarya Patkar - Leo Club Of Seven
Xaviers College Sohail Durrani - St.	Reva Datar - High school	Islands
Xaviers College Maithili Deorah -	Vedika Shah	Mint Rana - Leo Club Of Seven
Cathedral School Nazma Sayyed - SNDT	Tiya Singhavi	Islands
University Smita Vhankade - SNDT	Poonam Mody -	Zubin Shaloum lee - Leo Club Of
University Vrinda Bhatija - Cathedral	Kaira Arora - St. Xaviers College	Seven Islands
School Jainam Shah - NMIMS Mumbai	Archana P. C – TISS	Bennin - Leo Club Of Seven
Rishi Raj - NMIMS Mumbai	Arathi. C. K - TISS	Islands
Aayush Sakariya - NMIMS Mumbai Hiral	Anmol Ghai - TISS	Arpit - Leo Club Of Seven Islands
Agarwal - JBIMS	Anusha Kumar - TISS	Yash Deasi - Leo Club Of Seven Islands
Sarath M - JBIMS	Sungtiren - TISS	Ishita Basah - Leo Club Of Seven
Shraddha Deepak More - JBIMS	Ankur Raj - TISS	Islands
Management Studies Christina Senn	Sugandha - TISS	Yeashi Jain - Leo Club Of Seven
Jayanth Suresh - SVKM'S NMIMS	Baishali Guha – TISS	Islands Cyous Mastin - Leo Club Of
Vrushank Shah - NMIMS	Anjali Verma - TISS	Seven Islands
UNIVERSITY MPSTME	Alka Kimari - TISS	Islands Damini Dsouza - Leo Club Of
Nishant Maurya - MPSTME	Tulika Kujur - TISS	Seven Islands
Pooja Amitkumar - Whistling Woods	Pravishti - TISS	Saba Musthafa - Leo Club Of
International Rueben Dsouza - Christ	Ankita Kumari - TISS	Seven Islands Jeeta Gupta - Leo
University lavasa pune campus Akanksha	Ankita Kumari - TISS	Club Of Seven Islands Meluin Shilu
Mokashi - Symbiosis School of Liberal	Vaishali Aggarwal - TISS	- Leo Club Of Seven Islands Riya
Arts	Pragati Pradhan – TISS	Gujar - Leo Club Of Seven Islands
Vibhvti Shuivastava - Leo Club Of Seven	Aryan Kumar – TISS	Bhoomi Bauot - Leo Club Of Seven
Islands Saisha Ambade - Leo Club Of	Anu Deshontai - TISS	Islands Arya Sakpal - Leo Club Of
Seven Islands	Animon Dasgupta - TISS	Seven Islands Akansha priya - Leo
Purva I Bhiwadkar - Leo Club Of Seven	Smita - SNDT University	Club Of Seven Islands Olecia Dsiha
Islands	Nyriika Nateruwala - Cathedral	- Leo Club Of Seven Islands
Anoushka Nirokhekar - Leo Club Of Seven	School Varun Vasudeva - Cathedral	Suhaani Rai - Leo Club Of Seven
Baby Rani	School Aryaman Kejriwal - Cathedral	Islands
Ryka Andrews - St. Xaviers College	School Jeseeta Tomy - St. Xaviers	Mahato - TISS
Senthil kumar. S - Reliance Foundation	Neethu Sheth -	



## **Total Beneficiary Reach**



29,771

**Community Intervention** 

(368 Locations)

18,233

School Intervention
Programs
26 Schools

11,538

Programs		Activities	Number Of site/schools	Number Of Beneficiaries
	MONEY AND DO WAS IN	Pre-Primary Classes (Balwadi)	97	2043
	Literacy and	Study Classes	339	11951
	Library programs	Reference Library	11	436
I.	programs	Community Based Libraries	58	2620
Community		Parents Intervention	369	3978
ntervention (368	Support Services	Day Care Centre	42	1158
Locations)		School Enrolment	275	812
Locationsy		Science Activity	130	6876
		Computer Classes	1	66
		School Transportation	7	259
II. School ntervention (26 Govt. Schools)	Literacy and	Bridge (Study) Class	26	4126
		Reading Classes (library) for Std I to IV	26	3936
	Library programs	Lending Libraries Std I to VII - Children Covered	26	3476
ochooloj		Parents Interventions	26	6460

**Note:** The numbers given in the list above should not be considered cumulative, as there may be overlaps du to children's participation in the various activities run by DSS, Pune.

We enabled 29,771 children (3 to 14 years) towards Literacy and overall development.

- Our Pre-primary (Balwadi) program Prepared 2043 children (3 to 5 years) for formal schooling.
- We were able to mainstream 812 out of school children in the public education system. 94% enrolments were made by
- parents independently.
- Our community and school intervention enriched 15224 children (6 to 14 years) on their Foundational Literacy and Numeracy skills. 45% children are able to read fluently.
- DSS, Pune facilitated reading classes and library activity for 10128 children (6 to 14 years)
- Empowering more than 11,000 parents towards continued education of their children became possible through different engagements with them.
- 50 students from underprivileged and under-resourced communities have successfully cleared the SSC examination. Given the lack of awareness about education in these areas, their achievement is significant.
- We went the extra mile at construction sites by registering labourers with the Building and Other Construction Workers'
   Welfare Board. This initiative enables workers to access government benefits and raises awareness about other available provisions. In the year 2023-24, we
- Registered 223 labourers and issued 277 smart cards and kits.
  - Witnessed a change in parental attitudes: 742 parents have arranged transport for their children, and 520 parents have
- rented houses closer to schools.
  - 2631 children Migrated from community classes and out of that we were able to track 2497 (94%) children. And Out of the tracked children, 81% have been continuing their education in the new location

## **Beneficiary Reach - Pune DSS**

Programs	Number of Sites/ Schools	Number of children
Community Based Programs	368	18,233
School Intervention Programs	26	11,538
Total Reach	394	29,771

Programs		Activities	Number Of site/schools	Number Of Beneficiaries
		Pre-Primary Classes ( <i>Balwadi</i> )	97	2043
	Literacy and Library programs	Study Classes	339	11951
		Reference Library	11	436
I programs	Community Based Libraries	58	2620	
Community Intervention		Parents Intervention	369	3978
intervention		Day Care Centre	42	1158
(368 Locations)		School Enrolment	275	812
	Support Services	Science Activity	130	6876
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(26 Govt. Schools)	programs	Lending Libraries Std I to VII - Children Covered	26	3476
		Parents Interventions	26	6460

**Note:** The numbers given in the list above should not be considered cumulative, as there may be overlaps due to children's participation in the various activities run by DSS, Pune.

## Key Highlights of DSS Pune in 2023-24:

We enabled 29,771 children (3 to 14 years) towards Literacy and overall development.

- Our Pre-primary (Balwadi) program Prepared 2043 children (3 to 5 years) for formal schooling.
- We were able to mainstream **812 out of school children** in the public education system. **94% enrolments** were made by parents independently.
- Our community and school intervention enriched **15224 children** (6 to 14 years) on their Foundational Literacy and Numeracy skills. **45% children** are able to read fluently.
- DSS, Pune facilitated reading classes and library activity for 10128 children (6 to 14 years)
- Empowering more than **11,000 parents** towards continued education of their children became possible through different engagements with them.
- 50 students from underprivileged and under-resourced communities have successfully cleared the SSC
  examination. Given the lack of awareness about education in these areas, their achievement is significant.
- We went the extra mile at construction sites by registering labourers with the Building and Other
  Construction Workers' Welfare Board. This initiative enables workers to access government benefits and
  raises awareness about other available provisions. In the year 2023-24, we registered 223 labourers and
  issued 277 smart cards and kits.

- Witnessed a change in parental attitudes: 742 parents have arranged transport for their children, and 520 parents have rented houses closer to schools.
- 2631 children Migrated from community classes and out of that we were able to track 2497 (94%) children. And Out of the tracked children, 81% have been continuing their education in the new location.

#### **Achievers from DSS Pune**



#### Ms. Sanjana Wankhade from Ravet Road Construction

Sanjana is part of our classes since 2018. Her parents used to work as labourers initially. Back in 2013 when they came to Pune, they did not know about nearby schools. Hence, she was out of school. When our staff met her in 2018, she was out of school. We enrolled her in the 5th standard, as per age-appropriate enrolment under the Right to Education Act. In that time, she could barely read matra's. At the same time, she was part of our study class and eventually completed all her learning levels and was regular in school. Her parents now work as contractors. As the labour camp was going to relocate, they rented a room so that Sanjana could attend school regularly. Sanjana completed her 10th standard this year and secured 74% marks. She has now joined junior college for 11th Science. We are very proud of Sanjana and wish for her bright future.



#### Shimon Rajkumar from PCY Kivale Activity Centre

Shimon Rajkumar is a standard V student and belongs to our EAC (Education Activity Centre) at PCY Kivale. Shimon's father and mother came to the construction site at PCY Kivale in 2018. Since Shimon is a special child with a squinted pair of eyes, the parents were initially reluctant to send him to our EAC. Besides, his speech was blurred and hence in order to avoid embarrassment they would keep him in the house all the time. DSS teachers out of the ritual used to advise them to send him to our center and had a number of interactions. The teacher took on herself the responsibility to take care of him. Slowly but steadily Shimon started responding well. His progress was so overwhelming that even the PMC School accepted him as a regular student. Shimon is now learning the Marathi language and Numeracy with a far greater enthusiasm that one could ever have imagined. His ever-smiling face and eagerness to learn new things is also remarkable. The trust and faith shown by his parents equally deserve appreciation.



#### From Struggles to Success: The Remarkable Journey of Suhas Khalsode

Suhas Khalsode is 17-years-old living in Vaiduvasti with his family. Currently, he is pursuing Diploma in Electronics at ITI, Pune.

Suhas has been part of Hadapsar CLC since 2017. His parents are illiterate. They used to talk to CLC team for the challenges they faced in Suhas's education. When Suhas initially joined in 2017, he could barely read Alphabets, was irregular in school, and would not mix with other children during group work. He used to come to class with his brother. Though they lived 1 km away from center, they had 60-70% attendance in study class. He did not show much progress initially; he would often forget the learnings. The CLC teacher used different methods to ensure he can read well.

Suhas used to sit in electronics shop in his free time. He would prepare different models using the material available in the shop and show them to others confidently. During his 10th class, he prepared for the difficult subjects with the help from volunteers who came to CLC. With their support, and studying on his own, he secured 55% marks in SSC. Suhas is currently in 2nd year of Electronics Diploma at ITI. He got 3rd rank in sports and was appreciated as best student.

We are proud of the progress Suhas has made and wish him the best for his future.



## **Determined Hearts: The Inspiring Journey of Nandakishor Vanshkar's Family**

In November 2023, we met Mr. Nandakishor Vanshkar and his family at the Aishvaryam construction site. Originally from Satna district in Madhya Pradesh, Mr. Vanshkar had completed his education up to the 10th grade and worked on daily wages. He has six daughters.

Initially, the family lived at a construction site in Bhumkar Chowk, where only one daughter was enrolled in school due to the lack of necessary documents. When we met them at Aishvaryam, we discussed the importance of enrolling all his daughters in school. However, Mr. Vanshkar hesitated, citing the

distance to the school and the unaffordable cost of transport as major obstacles. Despite our efforts to convince him to enroll at least his three younger daughters, he continued to delay. A breakthrough came when the elder daughters, who work in housekeeping, offered to cover the transport expenses. With their support, we successfully enrolled the three younger girls in the 2nd, 5th, and 7th grades. Contrary to our earlier experiences, the girls attended school regularly and benefited from study classes, which enabled them to read composite letters.

Among the sisters, the youngest, Vaishanvi, stood out for her enthusiasm. She ensured everyone woke up on time for school and was determined to continue learning. When her name was initially absent from the school roll, she persistently requested the teacher to include her, impressing the teacher with her zeal and dedication.

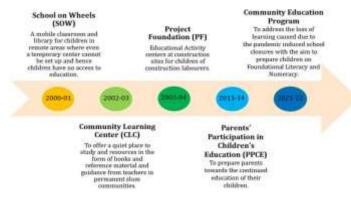
This commitment also brought a positive change in the parents' attitude. They expressed a newfound resolve to educate their older daughters as well, now seeking work closer to home to support their children's education. The mother shared that her own lack of education was due to dire economic circumstances, but she was determined to ensure her daughters had better opportunities.

We hope all five girls continue their education and pave the way for a brighter future.

## DSS Pune 2023-2024 Programs

## **Community Intervention Programs**

Community Intervention Programs aim to provide education to children from migrant and underprivileged communities, such as those living on construction sites, temporary and permanent slums, pavement dwellers, and seasonal migrants like brick kiln workers and sugar cane farm workers. These children's parents frequently move around due to their employment, and they may not be aware of The Right to Education Act (RTE) or its provisions. Furthermore, many parents are illiterate or semi-literate and do not understand the importance of education, which often leads to children's education being neglected. Even when parents want to send their children to school, there may be various obstacles preventing them from doing so, such as a lack of support to care for younger children, household responsibilities, or fear of the unknown in new places. Even if children are enrolled in school, the lack of a conducive learning environment at home can cause them to fall behind and eventually drop out. Since 1993, DSS Pune has been working to provide education to such children across Pune, Pimpri Chinchwad Municipal Corporation, and the outer Pune areas. We have expanded our programs to reach more children in need.



	Activity wise Outreach						
Cor	Community Intervention Program						
Particulars	PF	CEP	CLC	sow	PPCE	TOTAL	
No of Location Covered	63	38	1	66	201	369	
Primary Activities							
Balwadi (3 to 6 years)	1302	112	-	629	-	2043	
Study (6 to 14 years)	2773	5750	228	1600	917	11268	
Reference (6 to 14 years)	136	-	150	-	-	286	
Lending Library (6 to 14 years)	146	213	-	2221	898	2580	
Support Activities							
Creche (3 months to 3 years)	1158	-	-	-	-	1158	
School enrolment	199	-	-	203	410	812	
Parent participation	1317	1536	278	2122	1125	3978	
No. of children migrated	1277	513	55	646	195	2631	
No. of Migrated children tracked	1214	476	-	630	177	2497	
School Transport	89	-	-	73	97	259	

#### **Objectives**

- Enroll children into mainstream schools.
- Prepare children for formal education by running a school readiness program.
- Enable children to read and write by providing study support and a motivating environment that helps children to cope with school environment and reduce school dropouts
- Provide children access to a variety of reading material through libraries
- Track the children post-migration to ensure continued education
- Increase parental involvement in children's education
- Provide different kinds of exposure to children for their holistic development.

#### Methodology



**Survey** – Between April to June each year, surveys are carried out in PMC, PCMC and surrounding areas. The survey looks for places where migrant and urban communities live and where there may be school- aged children between 3 to 14 years. The aim of the survey is to identify and address the educational issue of the children in these communities.

**Staff training and class set up** – New recruits undergo classroom training and on the job training. Refresher trainings are conducted every month. Once a location is confirmed, the team begins the process of setting up a classroom. It can be a temporary shed at construction sites, a rented place in slum communities or our School on wheels. All efforts aim to create a conducive and learning space for children.

**Parents meeting** – After a location is selected for intervention, meetings with parents are held by DSS to inform them about their work. This helps to prepare the parents to send their children to DSS centers and enroll them in government schools. Regular parents' meetings are an ongoing intervention throughout the year aimed at keeping parents updated on their children's progress and informing them how they can contribute.

**Activities with children and stakeholders** – Primary activities with children include *Balwadi* (kindergarten), study class, library, and extracurricular activities for overall development. Activities such as awareness and involvement of parents and community members, and sensitizing the schools are done with Stakeholder.

**Monitoring and Evaluation** – Effective monitoring and evaluation allow for tracking progress, identifying gaps, and improving interventions. It determines whether objectives are met, resources used effectively and data is extracted for decision-making. A strong monitoring and evaluation system is enables us to maintain the quality of our interventions.

a. Tracking of language literacy levels of children: Upon enrolment, each child undergoes a Reading Ability Test (RAT) to assess their current reading level. Based on the RAT results, children are grouped according to their learning levels and individualized plans are developed to support their learning process. Attendance and learning progress are monitored regularly, with observations showing that children who attend more than 80% of the time progress as expected.

We provide small story books that exclude composite letters, which allows children who have learned basic letters and matras to start reading independently. This fosters their enthusiasm to continue learning and progress towards their expected reading level. Innovative and interactive teaching tools are employed to enhance the learning experience.

- b. Tracking of children post migration Tracking of children post migration is important as migration leads to disruption in their education. Tracking ensures that they are not left behind and have access to education. Tracking is done through phone calls to parents, relatives, friends and even community people to understand the status of a particular child.
- c. Monitoring Teachers performance Regular field visits by the monitoring staff are made to ensure the smooth running of the program and to address challenges on the field at the earliest. Monthly staff meetings are conducted at all levels (teachers, supervisors, coordinators) where statistical and qualitative data for each month is presented. At the end of the first term, the employees make a cluster-wise presentation of 6 months. Similarly, an annual presentation is made at the end of the academic year. The monthly meetings serve as a great platform for networking within the teams, discussion, and course correction.

#### **Activities and Outcomes:**

The primary objective of is to equip children with skills for lifelong learning and literacy. It serves as a support system to mainstream and retain children who may have been deprived of their right to education. While not a substitute for formal schooling, DSS helps children succeed in education. Parental involvement is essential, and empowering parents to take responsibility for their children's education is crucial for ensuring sustainability in children's education



**Parents' awareness:** Prepare parents from disadvantaged migrant communities towards school enrolment and continued education of their children.

**Balwadi (Kindergarten):** School readiness program for children in the age group of 3 to 6 years to prepare them for formal schooling. In 2023-24, **2043 children** were prepared for formal schooling. This activity focus on

• Developing social and emotional skills like sharing, taking turns, following instructions, performing in a formal environment and communication with other children.

- Developing cognitive and language skills through introduction to sounds, letters, words, basic math concepts etc.
- Encouraging creativity by providing opportunity of free play and experimenting with different material to express themselves
- Promoting gross and fine motor skills, coordination etc.

**School Enrolment:** Although the journey of a child's education begins as soon as he joins DSS, it is important that they are enrolled in mainstream education. All children coming to DSS are enrolled in government schools. Under Right to Education Act, it is mandatory for the government to provide compulsory and free education to all children of 6 to 14 years of age. Children can be enrolled in government schools throughout the year in age-appropriate classes, wherever they migrate, and ensuring continued education. Any child who comes to DSS has to be enrolled in government school within 4 - 6 weeks of their joining DSS. With our efforts, this year we were able to enroll **812 children**. **215 children** were not enrolled because of social situations, their timings, migration, and house responsibilities such as taking care of Siblings and helping the family with chores.

**Study Class:** These classes cater to children between the ages of 6 to 14 years. They provide a supportive platform to impart foundational literacy and numeracy (FLN) skills through a comprehensive 120-day teaching program. These classes play an important role to bring children to age-appropriate reading levels, numeracy skills and help them in their academics. The aim of the study class is to enable the child to sustain the school education.

- o To track progress, DSS follows a schedule consisting of four stages:
- o 1 to 50 days Focus on learning letters
- o 51 to 90 days Letters complete and Learning *Matras* (diacritics)
  - 91 to 120 days –Learning composite letters
- o 120+ days Ability to read fluently (read any word or text without hesitation)

This table shows the final learning levels achieved by the children and the number of days they completed in the learning process.

Attendance days	Learning letters (Level 1)	Learning Matras (Level 2)	Learning Composite Letter (Level 3)	Reading Practice (Level 4)	Total
1 to 50	1629	940	431	293	3293
51 to 90	272	1096	426	557	2351
91 to 120	86	484	631	1180	2381
120+	31	213	436	2563	3243
Total	2018	2733	1924	4593	11268
Baseline	7290	2217	1761	0	11268

Note: The orange highlight shows the number of children at the expected levels based on their attendance.

The primary goal of DSS is to facilitate children's ability to read fluently; allowing them to engage in lifelong learning. The above table provides the progress made in this regard.

- Level 1: Initially, majority of the children specifically 64% of children were at level 1 as per the baseline, indicating that they were in the process of learning basic letters. It is important to note that all these children are between 1st and 7th standards, with the expectation that children from 2<sup>nd</sup> Standard onwards should already have acquired reading skills. With DSS intervention 86% children Have progressed to subsequent levels.
- Level 4: Initially none of the children were able to read fluently. However, after the intervention, by the end of the year, 40% of the children achieved Level 4, indicating their ability to read fluently.
- The remaining 60% children who have not reached level 4 are because of reasons like slow learners, children who joined after November and hence were not able to complete stipulated number of days required for learning each level.
- As per the DSS methodology, after 120 learning days a child should move to the reading level. 3243 children completed the 120 days program with DSS, Pune and out of this 79% of the children were able to achieve the reading level. Remaining 21% of children could not achieve the reading level as they required more time for learning and have irregularity.

**Reference Class:** The activity is aimed at children between the ages of 7 and 14 years who have honed their reading skills and are capable of studying on their own. Its primary goal is to foster independent and self- driven learning by offering a quiet place to study, academic assistance, access to reference materials and an environment that is conducive to learning. Children are exposed to diverse activities such as computer classes, science experiments, exposure visits etc. Moreover, they get to interact with volunteers who serve as their role models and motivate them to strive harder. In the year 2023-24, **286 children** were benefitted in the reference class.

Lending Library: We believe that access to reading materials is fundamental for children to develop a reading habit which in turn helps them to excel in education. For this reason, libraries have been one of the primary activities at DSS since inception. Children who visit our centers can read books at the center and we also provide books for them to take home. Additionally, child-to-child libraries in communities and mobile libraries through School on Wheels are set up for those who cannot visit the center due to distance or time constraints. We also conduct storytelling, writing, drawing and other activities to assess children's understanding and enhance their creativity. In the year 2023-24, we proudly reached **2,580 children** through our library program.

**Support Activities:** Extracurricular activities are essential for a child's overall development. These activities provide children with opportunities to explore their interests develop hobbies and learn to work in teams. These activities also help to keep up the motivation level of the children and continue studies. We also work with parents, schools, and community members to strengthen the entire community towards sustainability of education.

Sr. No.	Activity	Activity description	Outcome/s
1	Crèche	<ul> <li>It aims provide safe and secure environment for the children and with the help of this the older siblings can attend the school.</li> <li>Day care facility for children from 3 months to 3 years only at construction sites centers</li> </ul>	1158 children (3 months to 3 years)     benefitted from this activity     Safe and secure nurturing environment for young children     Increase in number of older children attending school and being able to continue their studies
2	Follow up of migrated children	<ul> <li>Ensuring that the child is continuing the education in the new location is the primary aim of this activity.</li> <li>Connected to parents through phone calls</li> <li>Engaged with children through online classes till they were enrolled in school in the new location</li> </ul>	<ul> <li>2497 children were tracked and 2028 are continuing their education in the new location.</li> <li>128 children are attending online class. These classes helped the children to continue learning.</li> </ul>
3	Increasing Parent Participation	<ul> <li>The focus on creating awareness among parents about the importance of education and their role.</li> <li>Session are conducted on school enrolment, their children's learning levels and how they can provide them the education with available resources</li> <li>Monthly meetings are conducted with parents either in groups or one to one.</li> </ul>	3978 parents were connected through various mediums.      812 out of school children were enrolled in Mainstream education and out of this, 94% have been enrolled by parents.      Increased awareness of Right to Education Act and provisions made by government for their children's education      Increased awareness of their children's learning levels and improved engagement with children
4	Monthly Projects	<ul> <li>Aim to facilitate learning on various topics using project method</li> <li>Monthly topics are pre- decided. For e.g., fruits, flowers, community helpers etc.</li> <li>Tasks, activities, worksheets, and videos related to projects are shown to children</li> <li>Discussions are conducted on these topics and field visits are also arranged wherever possible</li> </ul>	8807 children benefitted from the activities.     These activities helped children to improve vocabulary, gave exposure to new topics, articulate thoughts, express in different wayswritten essays, drawings, preparing models etc.      'Improved children's academic performance and participation in the class.' This is the feedback received from many parents and school teachers
5	Science activity	Aims to give hands on experience to children through conducting different experiment DSS teachers are trained by Quest and the team also supervises sessions with children	6876 children benefitted from this activity Helped children to develop a scientific attitude and search for answers to their questions      Children conducted simple Science experiments at home under the guidance of parents      These activities have improved     children's academic performance and participation in the class
6	Events	<ul> <li>Different national and international days and festivals were celebrated with children through online activities</li> <li>Various competitions were also conducted among children – essay writing, storytelling, reading etc</li> </ul>	<ul> <li>Children came to know the importance of days/ festivals / people, why a certain thing is followed etc.</li> <li>Activities conducted by volunteers gave children an opportunity to connect with the outside world</li> </ul>

PROGRAMWISE REACH				
Project	No. of sites / schools	No. of children	No. of parents	
	Community Intervent	ion Program		
Community Education Program	38	6075	1536	
Project Foundation	63	5515	1317	
Community Learning Centers	1	378	278	
School on Wheels	66	4450	1271	
Parents' Participation in Children's Education	201	1815	1125	
Total	369	18233	5477	

## **Community Education Program (CEP)**

Our Community Education Program aims to foster foundational literacy and numeracy (FLN) among children aged 6 to 14, particularly within marginalized communities. We have observed multifold increase in the outreach of CEP since 2021 due to learning loss. Recognizing the critical importance of early education, this initiative provides tailored academic support designed to bridge learning gaps and empower students with essential skills. By creating an inclusive and nurturing learning environment, the program not only enhances academic proficiency but also instils confidence and a love for learning. Through engaging activities, personalized tutoring, and community involvement, we strive to ensure that every child, regardless of their background, has the opportunity to succeed and thrive in their educational journey.

CEP caters to urban low socio-economic communities in temporary and permanent slums at 38 locations across Pune. Creating Awareness for education in these is an important task which DSS has taken up through different process of community engagement program, such as parent Participation, learning-based activities (street plays, puppet shows, etc.) and other supporting activities.

- We observed an increase in children attending the class and a heightened interest from parents in monitoring their children's progress.
- 63% of children continued with us, while the remaining 37% children migrated or dropped out. We were able to track 92% of these children and out of them 98% have continued their education in the new location.
- Our team's significant efforts to enhance children's learning levels resulted in positive outcomes, with 50% of children reaching the reading practice level and showing progress in numeracy skills.
- 1,536 parents have become actively engaged with the program.
- Created WhatsApp groups to interact with Parents to work on the Attendance of the children.
- Our team made significant efforts to enhance the children's learning levels, resulting in positive outcomes.

## **Project Foundation (PF)**

Construction site workers, as part of a migrant community, face significant challenges in enrolling their children in schools. Their work at a particular location is often of uncertain duration, frequently lasting less than six months. This instability makes school enrolment difficult. The Project Foundation initiated in 2003 and has been focused on the various construction sites in across Pune, engaging with children of labours coming from states like Karnataka, Uttar Pradesh, Madhya Pradesh, Bihar, Jharkhand as well as from within Maharashtra. The classes under PF program are held in the labour camps or at the construction sites within a makeshift tin shed/room provided by the builder.

- In 2023-24 our focus was to re-start the numeracy program in all the clusters, improve reading skills of children, and reach out to dropped out student via online method.
- In our ongoing efforts to educate every child, we encounter common challenges such as migration and dropout rates. In 2023-24, 55% of children migrated, which can significantly hinder their learning progress.
- The increased use of machinery on construction sites has led to fewer labourers and their children being present. Additionally, the duration of stay for labourers has decreased due to this shift towards mechanization.
- Recently, there has been a shift on construction sites, with only male workers coming to work without their families, resulting in fewer children being present.
- This program faces high rates of child migration. In 2023-24, out of 5515 children, **55%** migrated. To ensure that children continue their education despite migration, DSS Pune successfully tracked 95% of them. As a result of this initiative, 94% of the tracked children are now continuing their education in their new locations.
- 223 labourers were registered under BOCW government portal.

## **Community Learning Centers (CLC):**

Key challenges faced by urban-poor communities for their children's education include high dropout rates, poor school attendance, and low learning levels. DSS addresses these challenges through Community Learning Centers (CLC) in urban-poor areas. Many residents in these Communities have migrated for job opportunities, renting houses, and often working in unskilled daily wage roles like labourers, drivers, and domestic workers.

The CLC program fosters a supportive environment for children to learn and explore various experiences, enhancing their educational journey and maintaining their engagement. It provides a conducive learning space where children can read, learn, and access resources that sustain their interest in education. Activities at the CLC include foundational literacy and numeracy classes, a reading room, library, computer classes, science activities, sports, monthly projects, and youth groups. These activities help children expand their knowledge, develop skills in organizing and presenting their thoughts.

Children's engagement in these activities helps them sustain in their interest in education, reducing school dropouts and improving educational outcomes despite the distractions in their communities.

- Guided 21 students in exploring career options based on their interests.
- Enhanced skills of 66 children through structured computer education.
- 40 children participated, collectively reading 120 books facilitated by community leaders.
- Educational exposure activities engaged over 50 children.
- Conducted 10 meetings reaching 278 parents, fostering active involvement in their children's education.
- Parents regularly inquire about their children's learning progress and enthusiastically participate in center events. 25% ensure regular attendance, and 60% help with homework.
- Positive changes in children include taking more responsibility at the center and home, and increased participation in school competitions and other events.

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#### **School on Wheels**

Since its inception in 1999, the "School on Wheels" program by DSS has been a beacon of hope for marginalized children. By adapting mobile infrastructure, the "School on Wheels" initiative exemplifies DSS's dedication to breaking educational barriers and fostering inclusivity. It brings quality learning to underserved communities, addressing educational deficits and instilling aspiration among children.

This initiative places mobile classrooms in areas like pavement dwellings, temporary settlements, and construction sites. Each bus is equipped with essential educational tools: blackboards, audiovisual facilities, learning charts, books, and toys. The program's main objective is to enroll children into mainstream schools, preparing them for formal education, building foundational literacy and numeracy of the children. It also focuses on reducing dropout rates, and fostering academic progress. To enhance their academic capabilities and for holistic development, we also run Library classes, science experiments, monthly projects, and exposure visits. Moreover, the initiative tracks children after migration, ensuring continued education, and involves parents in their children's education to create a supportive learning environment. Program equips children with the skills and motivation to excel in formal schooling, empowering them and bridging educational gaps.

The School on Wheels program has made significant strides in its mission to empower marginalized children through education:

- We were able to reach 4,450 children 2,481 continued with School on Wheels. As these communities experience high migrations rates, 56% of children continued with us end of the year.
- In successful tracking of children, we observed that 41% are continuing their education in their new locations.
- Out of total reach, 2,221 children with focused intervention from DSS reached to reading level and are now actively participating in Library classes.
- Enrolled 203 out of school children into mainstream education, providing them with educational opportunities.
- Under parents' participation, we engaged with 2122 parents for their children's development.

## Parents' Participation in Children's Education (PPCE)

The Parents' Participation in Children's Education (PPCE) program aims to raise awareness about the Right to Education (RTE) among parents of migrant populations and urban communities. Since its launch in 2013, the program has focused on communities lacking awareness of education and related policies. The primary goal is to assist parents from these communities, with DSS' intervention playing a crucial role in raising awareness and achieving remarkable results.

By educating parents on the significance of RTE, the program promotes their participation in school enrolment and ongoing education. It also provides parents with necessary information and conducts support classes to enhance foundational reading and numeracy skills. Through these efforts, the PPCE program seeks to increase parental involvement in their children's educational journey.

Our initiatives involve stakeholder participation. The Shikshan Mitras activity trains community members to guide parents on the RTE Act and assist with school enrolment and migration processes. The Maitrin Gat initiative forms mothers' groups, emphasizing that educating a woman benefits the entire community. While schools provide learning environments, there is a need to address challenges faced by migrant children and increase acceptance. Some schools have made positive changes by involving parents and sharing children's progress, while others remain uncooperative, causing enrolment delays.

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The PPCE program assesses parents at various intervals throughout the year to determine the scope of intervention. Parents are classified as Motivated, Neutral, or Opposing based on their responses to predefined indicators.

- There has been significant involvement from parents, with 1,125 parents actively
  participating in the program. Out of this, 82% parents are motivated indicating active
  involvement in their child's education.
- Parents' involvement in Various educational activities
  - ➤ 410 children were enrolled in mainstream education out of which 96% children were enrolled by their parents.
  - In migrated children, 90% are continuing their education, and their parents have completed the necessary transfer formalities.
  - > 72% parents have taken the ownership of their child's school transportation.
  - > 106 parents have taken training from DSS to teach their child.
- Stakeholder's involvement in Children's education:
  - ➤ 36 Shikshan Mitras are taking active participation for the education of the children within their communities.
  - ➤ 16 Landing libraries are being run by Community members and children
  - > 19 school teachers conducted parents meeting in these communities.

#### **School Intervention Programs**

School Intervention programs focusing on children in the 6-to-14-year age group, enrolled in government/ZP schools. The primary goal is to enhance the vocabulary and reading capabilities of children leading to improved academic performance, thus encouraging sustained educational engagement.

Children attending government schools often hail from low-income communities. Their parents typically engage in manual labour or low wage occupations and most parents are the single earning members of the family. Majority of the parents are primary education and are middle school drop outs. The demanding nature of their work leaves them with little time or awareness to support their children's education. The interruption to traditional classroom education due to the pandemic has led to huge learning gaps which are evident even after the schools have been operational for over a year

Children from government schools do not have access to any reading material other than their text books which hinders developing their reading capabilities. Through reading classes and lending library DSS provide access to quality reading material to become fluent in reading, to learn to think and write independently.

School intervention Program works with 23 government school in Pune and PCMC region. In the year 2023-24, we have covered 11538 children.

School Intervention Program			
Activity	Total number of Children		
First Step Forward (1 <sup>st</sup> Std)	1820		
Study/Bridge class (2 <sup>nd</sup> to 4 <sup>th</sup> Std)	2306		
Reading class (2 <sup>nd</sup> to 4 <sup>th</sup> Std)	6242		
Lending Library (1 <sup>st</sup> to 7 <sup>th</sup> Std)	11500		

**Note:** The numbers given in the list above should ot be considered cumulative, as there may be overlaps due to children's participation in the various activities run by DSS, Pune.

## **Objectives:**

- 1. Enable children towards foundational literacy and numeracy skills and hence lifelong learning
- 2. Inculcate the habit of reading and develop reading skills
- 3. Increase parental awareness and involvement in their children's education

Survey	Staff Training	Activities with children	Monitoring &
		and Parents	Evaluation

## **Project Grow with Books**

Established in 1999 by The Society for Doorstep School, Project Grow with Books aims to bolster the education of students enrolled in government and Zilla Parishad (ZP) schools and it caters to children from 1st to 7th standards through different activities. This year Project Grow with Books benefitted 11538 children. This year, students' results also have significantly improved.

#### **Activities and Outcome:**

**First Step Forward** involves specially designed 45-minute daily sessions during school hours, focusing on language literacy to enhance the language skill of Class 1<sup>st</sup> children.

Attendance days	Learning letters (Level 1)	Learning Matras (Level 2)	Learning composite words (Level 3)	Reading Practice (Level 4)	Total
1 to 50	210	18	3	4	235
51 to 90	97	75	20	46	238
91 to 120	62	120	33	221	436
120+	12	90	29	780	911
Total	381	303	85	1051	1820
Baseline	1774	43	3	0	1820

Note: The orange highlight shows the number of children at the expected levels based on their attendance.

The above table gives the comparison of number of students at each level before and after intervention:

- The number of children at Level 1 has decreased by 78%, indicating that these children have successfully progressed to higher levels (2, 3, and 4).
- By the end of the year, 57% of children have achieved reading proficiency, a significant improvement from 0 at the beginning of the year.
- As per the DSS methodology, after 120 learning days a child should move to the reading level.
   911 children completed the 120 days program with DSS, Pune and out of this 86% of the children were able to achieve the reading level. Remaining 14% children could not achieve the reading level as they required more time to learn the *Matras* and have irregularity.

**Study/Bridge classes:** An assessment is done with the children from class 2<sup>nd</sup> to 4<sup>th</sup> and those who are in the level of learning letters and Matras are included in the Bridge class. Every day 90- minute class is conducted to work on their foundational literacy and numeracy.

Attendance days	Learning letters (Level 1)	Learning Matras (Level 2)	Learning Composite words (Level 3)	Reading Practice (Level 4)	Total
1 to 50	125	73	5	2	205
51 to 90	56	169	26	36	287
91 to 120	36	227	75	206	544
120+	9	130	77	1054	1270
Total	226	599	183	1298	2306
Baseline	1174	1131	1	0	2306

Note: The orange highlight shows the number of children at the expected levels based on their attendance.

The above table gives the comparison of number of students at each level before and after intervention:

- As per the reading assessment of class 2<sup>nd</sup> to 4<sup>th</sup>, 38% of the children were in the L1 and L2.
- 56% children out of the total reach were able to reading fluently end of the year.
- As per the DSS methodology, after 120 learning days a child should move to the reading level. 1270 children out of 2306 children completed the 120 days program with DSS, Pune and out of this 83% of the children were able to achieve the reading level.

**Reading Class:** These are once a week 90-minute sessions with children from 2nd to 4<sup>th</sup> standards; one session per week per class. It consists of supervised reading, read aloud, vocabulary games, songs, storytelling, and the like. Under supervised reading, each child is given a book as per his/her reading level and they read at least 4 lines under the supervision of the Book Fairy. Vocabulary games are designed according to age group, reading levels, and are made interactive to engage children productively. Story telling is done through charts, puppet shows etc. Children are also asked to come forward and express their thoughts on the book that they have read. Total 6242 children availed the reading classes.

**Lending Library:** To foster a continuous reading habit, we allow children to borrow books to read at home. This is a library activity conducted once a week for children from 1<sup>st</sup> to 7<sup>th</sup> grade. In this year, 11500 Children lend books to take home to read them.

**Support Activities:** Engaging children creatively is a fundamental aspect of DSS's approach to fostering their growth.

Sr. No.	Activity	Description
1	Coloring	<ul> <li>1<sup>st</sup> standard children are given a coloring book to keep with them throughout the year. One coloring activity is conducted every month.</li> <li>For standards 2<sup>nd</sup> to 4<sup>th</sup> this activity is conducted once in a year.</li> </ul>
2	Storytelling competition	<ul> <li>For children from 1st to 7th standards</li> <li>Children have to tell a story from the one that they have read or heard or they can also make up one</li> <li>Three winners are selected from each class based on clarity of speech, expression, voice modulation, etc.</li> </ul>
3	Reading competition	<ul> <li>Children are given age-appropriate reading level books to choose from</li> <li>Children then read a few passages and are assessed on clarity in delivery, pronunciation etc</li> <li>Three winners are selected from each class</li> </ul>
4	Essay writing competition	<ul> <li>For children from 5th to 7th standards</li> <li>Children are given a particular topic during the activity and asked to write essays</li> </ul>

- Overall enrolment in government schools has increased due to multiple factors, including the city's population growth and changes in parents' economic conditions. As a result, more children from migrant and underprivileged families are now attending government schools.
- The learning loss from the pandemic is still a challenge, as students promoted to higher classes are struggling to meet learning expectations.
- We successfully interacted with parents during PTMs conducted by the schools. This year, we also began
  home visits for children with attendance below 80% to better understand their community and build
  rapport with their parents. Through these visits, we reached 100% of parents, discussing their
  children's growth and academic progress, and identifying and addressing the reasons for low
  attendance.
- 56% of the children move to reading level and now they will be able to actively participate in regular academics.

## **Volunteer Engagement at DSS Pune**

Our dedicated volunteers utilize their skills and expertise to assist individuals in need, and they do so with passion. Whether they work in our local office, provide remote support, or travel to our project sites, they contribute significantly to our mission of spreading education for all. Their commitment to serving as positive role models is truly inspirational, and it has a positive impact on the children we strive to assist. In the year, **717 volunteers** connected with DSS, Pune. It included motived individuals as well organization which work towards betterment of Education.

We would like to express our heartfelt gratitude towards our most regular volunteers who are a big part of DSS.

#### **Activities by Volunteers:**

At DSS, our focus on volunteering encompasses engaging both individuals and organizations to support us in various aspects, including teaching, fun activities, celebrations, projects, art, training, and more. In many of these activities, volunteers interact directly with children, while in others, they assist teachers and staff.

Additionally, volunteers can engage in various activities both at DSS offices and remotely. At our offices, tasks include entering data received from the field into Excel, photography, and videography. Remotely, volunteers can contribute by translating field stories from Marathi to English, writing for our blog, and designing promotional material.



#### **Testimonials:**

A Volunteer's Journey Teaching English to Children

I have been a volunteer with DDS Pune for the past three years, teaching English to children in temporary slums and construction sites, both offline and online. My online classes were for students in grades 7 to 10 and used to take place after 7-8 pm, once their parents returned home. Despite challenges such as limited access to phones and other issues, the children showed remarkable dedication and focus.

Their enthusiasm for learning English was inspiring. Even after attending school in the morning and handling household chores, they consistently joined my classes. They enjoyed learning new words, listening to stories, and conversing in English. Feedback from their school teachers indicated noticeable progress, with some teachers even curious about their additional learning sources. Knowing I played a small part in their development brings me immense joy and fulfilment.

- Madhvi



Messenger of RTE and DSS.

Anjana, a dedicated housekeeping worker, volunteered with us to spread awareness about the Right to Education (RTE) and the impactful work DSS is doing in the field of education. She visited various communities and construction sites, speaking with over 40 parents about the importance of enrolling their children in school and the benefits of a quality education. Anjana is committed to ensuring that the children of laborers receive the education they deserve, and her efforts are driven by the hope of creating a brighter future for them.

 Inspiring Unity: Volunteers from NICE Celebrated International Tiger Day with Creativity and Compassion

Abhijit Saraf from NICE participated in a volunteering activity focused on International Tiger Day, alongside three other NICE volunteers. The team creatively engaged the children by making tiger masks and puzzles, adding an interactive element to the awareness event. Reflecting on the experience, Abhijit shared: "I want to extend my heartfelt thanks for organizing this inspiring event. It was incredible to see the entire school come together and have such an amazing time. Your dedication and efforts have made a significant impact on everyone involved, and I am grateful for the opportunity to be part of it. The event not only raised awareness about tiger conservation but also fostered a sense of unity and compassion among us. It is heartwarming to know that our collective efforts will contribute to making a positive difference in the lives of those in need. Once again, thank you for organizing this wonderful event. Your commitment to promoting social causes sets an excellent example for all of us, and I look forward to more initiatives like this in the future." This thoughtful initiative by the NICE volunteers not only highlighted the importance of tiger conservation but also brought joy and a sense of community to the children, making the day memorable for everyone involved.

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## **Our Major Project Partners**

We extend our heartfelt gratitude to all our donors and collaborators. Your unwavering support and generosity have been instrumental in driving our mission forward. Thanks to your contributions, we have made significant strides in providing education and opportunities to underprivileged children. Your partnership has been vital in creating lasting impacts in our community, and we look forward to continuing this journey together.

Thank you for being a crucial part of our success.

## Our Major Project Partners 2023-24 For Pune

<ul> <li>Asha For Education - Asha Seattle</li> <li>Asha For Education - Asha Silicon</li> <li>Asha For Education - Asha Silicon</li> <li>Asha For Education - Asha Silicon</li> </ul>	
Valley CAF America Chance Foundation Give Foundation India Development and Relief Fund (IDRF) Maharashtra Foundation Rhythm Foundation Thythm Foundation Thy	on Sites the year )

We are thankful to numerous individual donors who have generously contributed to The Society for Door Step Schools but whose names are not expressly mentioned here.













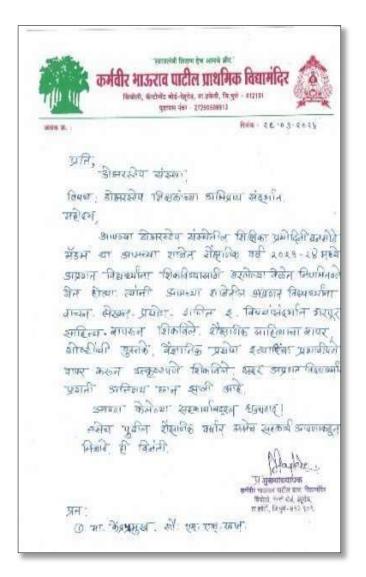




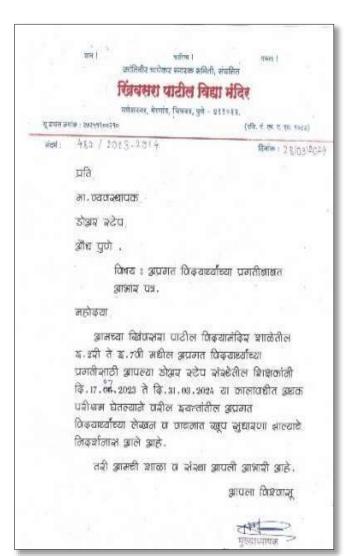








## School HM Feedback



#### 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, 2024** 

BALANCE SHEET AS AT 31: FUNDS AND LIABLITIES		DUDEEC
	RUPEES	RUPEES
Trust Funds or Corpus:-		
Balance As per last Balance Sheet	47,71,785.00	
Adjustment during the year (Give details)		
Donation Received during the year	NIL	47,71,785.00
Other Earmarked Funds:-		
(created under the provision of the trust deed or		
scheme or out of the income)		
Degree sighting Found	NITI	
Depreciation Fund	NIL	
Sinking Fund	1,00,000.00	
Reserve Fund	84,26,809.00	
Any other Fund- School on Wheels Bus Fund	8,99,664.00	
Seed Capital	23,000.00	
Staff Welfare Fund	94,600.00	
		95,44,073.00
Loans(Secured or Unsecured)		
From Trustee	NIL	
From others	NIL	NIL
Liabilities		
For Expenses	1,27,256.00	
For Advance Grant	1,88,55,456.00	
For Rent and Other Deposits	50,000.00	
For Sundry Credit Balance	17,244.00	
1 of Surary Credit Bulance	17,241.00	1,50,45,550.00
Income and Expenditure Account:-		
<u> </u>	10 42 24 040 21	
Balance As per last Balance Sheet	18,42,34,940.31	
Less: Appropriation, if any transfer to reserve fund	NIL	
	18,42,34,940.31	
Add: Surplus As per income and		
<del>Less: Deficit</del> Expenditure Account	2,42,58,537.94	20,84,93,478.25
_		
Total Rs. The Society For Door Step School		24,18,59,292.25
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: 12.09.2024		
Mrs. Rajani Paranjpe	Mrs. Bina Sheth Lashkari	Mr. Nitin Dadia
President	Secretary	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, 2024

PROPERTY AND ASSESTS	RUPEES	RUPEES
	ROFLES	KOFLLS
Immovable Properties (At cost)	NITI	
Balance As per Balance Sheet	NIL	
Additions during the year	NIL	
Less: Sales during the year	NIL	
Depreciation up to date	NIL	NIL
Investments:-(As per Schedule 'E')		4,63,40,741.00
Note: The market value of the above investment N.A.		
Furniture and Fixtures :-Fixed Assets (As per Schedule 'A')		2,68,17,686.10
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	2,33,500.00	
To Contractors	NIL	
To Lawyers	NIL	
To Others(As per Schedule D)	49,25,523.75	51,59,023.75
10 Others(As per Schedule D)	47,23,323.73	31,33,023.73
Income Outstanding:-		
Rent	NIL	
Interest	17,64,926.00	17,64,926.00
Other Income	NIL	
Cash and Bank Balance :- As per Schedule 'B'		16,17,76,915.89
(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.		24,18,59,292.25
The Society For Door Step School Jagannath Shankarsheth Municipal School Building, 2nd Floor, Room no.54/55, Nana Chowk, Grant Road, Mumbai 400 007	As per our report of even date  Manit J Shroff  Chartered Accountants  10, 2nd Bhatwadi, Girgaum, Mumbai 400 004	
PLACE: MUMBAI		
DATE: 12.09.2024		
	M No.0337	•

THE SOCIETY FOR DOO	R STEP SCHOOL	
The Bombay Public Trusts Act, 1950	(Registration No. F-132	79( MUM)
Name of the Public Trust: <b>The Soci</b> e	ety For Door Step School	
Schedule -IX (Vide R	tule 17(1)	
INCOME AND EXPENDITURE ACCOUNT FOR TH	E YEAR ENDED 31ST MARC	Н, 2024
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	NI
To Establishment Expenses		NII
To Remuneration to Trustee		6,25,956.00
To Remuneration ( in the case of math) to the head		NII
of the math including his household, expenditure, if any		
To Legal expenses -Professional Fees		5,02,580.00
To Audit Fees		2,89,300.00
To Contribution and Fees		NII
To Amount written off:		
(a) Bad Debts	NIL	
(b) Loan Scholarship	NIL	
(c) Irrecoverable Rents	NIL	
(d) Other Items	24,466.00	24,466.00
To Miscellaneous Expenses		NII
To Depreciation		51,78,031.00
To Transfer to Specific Fund- Reserve Fund		
To Expenditure on Objects of the Trust		
(a) Religious	NIL	
(b) Educational	11,57,00,790.22	
(c)Medical Relief	NIL	
(d) Relief of Poverty	NIL	
(e) Other Charitable Objects- donation to other Trust	NIL	11,57,00,790.22
To Surplus Carried over to Balance Sheet		2,42,58,537.94
Total Rs.		14,65,79,661.16
The Society For Door Step School Jagannath Shankarsheth Municipal School Building, 2nd Floor, Room no.54/55, Nana Chowk, Grant Road, Mumbai PLACE: MUMBAI		
DATE: 12.09.2024		
Mrs. Rajani Paranjpe	Mrs. Bina Sheth Lashkari	Mr. Nitin Dadia
President	Secretary	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,2024

INCOME AND EXPENDITURE ACCOUNT FOR THE		
INCOME	RUPEES	RUPEES
By Rent		NIL
By Interest (Accrued/realised)		
On Securities	NIL	
On Loans -Fixed& Flexi Deposit with bank	91,99,330.00	
On Bank Account	1,60,362.00	
On Fixed Deposit with HDFC Ltd	26,60,401.00	1,20,20,093.00
By Dividend		NIL
By Donation in Cash or Kind		73,99,890.52
By Grants- As per schedule 'C'		12,67,94,346.84
By Income from other sources		
(in details as far as possible)		
Other Income	36,698.00	
Sale of material	3,28,633.00	3,65,331.00
By Transfer from Reserve		NIL
By Deficit carried over to Balance Sheet		NIL
Total Rs.		14,65,79,661.16
The Society For Door Step School Jagannath Shankarsheth Municipal School Building, 2nd Floor, Room no.54/55, Nana Chowk, Grant Road,	As per our report of even date	
PLACE : MUMBAI	Manit J Shro	
DATE: 12.09.2024	Chartered Accountants	
	10, 2nd Bhatwadi, M No.03371	Girgaum, Mumbai 400 00 15
'		



Figure 1: Learning English playway method





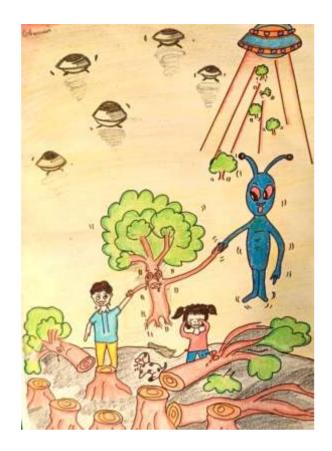
Figure 2: Reading Program

Figure 3: Teaching Maths with the help of TLM



Figure 4: DSS Mumbai has Launched New School On Wheels

## Pictures created from children's imaginations









Soni Yadav 6th Grade, beneficiary of Balsamuha Program
Soni got third prize in drawing competition held at Traffic Control Branch East Zone,
Mumbai.

We are very pound of her. Congratulations Soni!

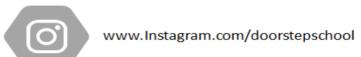


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