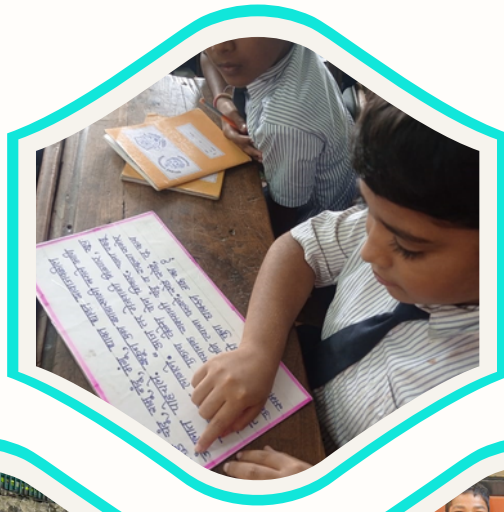


ANNUAL REPORT

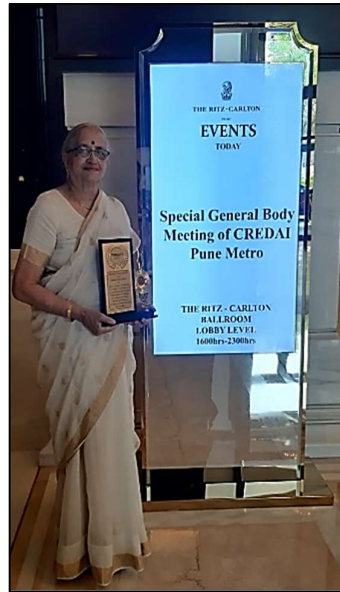
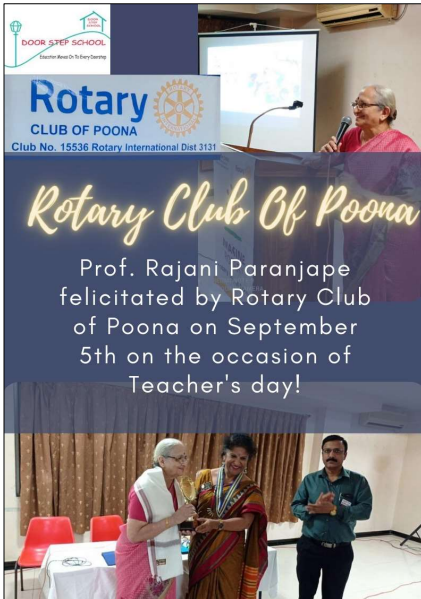
2022-23



THE SOCIETY FOR DOORSTEP SCHOOL

www.doorstepschool.org

Rewards and Recognitions



Prof. Rajani Paranjpe felicitated by Builders' Association of India and CREDAI - Pune Metro for her relentless work towards the upliftment of children at construction sites across Pune and PCMC areas.



The Pune Bengali Sangh awarded Prof. Rajani Paranjpe with the Durga Sharad Samman Award, 2022



DSS was felicitated by Zalandevi Bhairavnath Trust for the support given through the school intervention program to the ZP Primary School.



Prof. Rajani Paranjpe felicitated by Builders' Association of India, Pune center

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 children being dropped out of municipal schools, and with time it became more and more apparent that the need was to take education to the door steps of these children. Today, Door Step School runs 100+ community and school programs and has reached more than 1 million children through community based educational services as well as our partnership with corporation run schools in Mumbai and Pune.



Vision

To be an instrumental force that brings development to children.

Mission

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

Goal

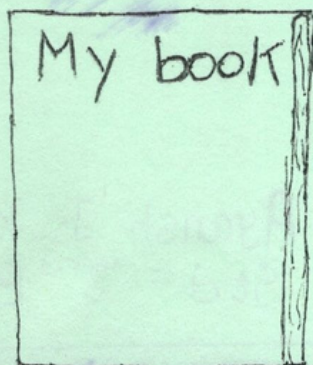
Primary education for all children up to 14 years of age.

Hamara Akhbar

Hamara Akhbar is a series of articles written by children of Door Step School

MY Books are friends

Books are excellent friends. I really enjoy reading books. My English text book is my favourite book. It has 150 Pages. It has stories and five Poems in it, All the Stories are based on real life stories. It has many Pictures in it. It helps to us to increase our Knowledge. It give us Plenty of joy. I read it daily. It does not bore any one. we should read books everyday. I am very fond of reading my English text and I like it very much.



Nandani Mishra
Std - 4th

Founder's Message

"Education is not preparation for life, education is life itself"

Dear Friends,

We would like to express our heartfelt gratitude to each one of you for your unwavering support in our mission to provide education to underprivileged children. Our journey thus far has been nothing short of remarkable, and it is all because of your invaluable support. Thank you!

The power of education as a catalyst for economic and social advancement, inclusivity, and equality is widely recognized. It is essential that educational endeavours extend opportunities to students from marginalized, disadvantaged, and underrepresented backgrounds, enabling them to thrive in the educational system and contribute to the holistic development of the nation. The Door Step School not only aligns with the goals set forth in the 'National Education Policy 2020' but also actively contributes to the achievement of Sustainable Development Goal number 4, which focuses on "Quality Education." With the same objective in mind, the Door Step School endeavours to provide children with accessible, high-quality education while fostering social learning opportunities. During the year 2022-23, our efforts in Mumbai and Pune positively impacted **1,04,062** children between the ages of 6 months and 14 years as direct beneficiaries and more than 80,000 children as indirect beneficiaries of our myriad programs and activities. Our impact spanned across 700+ communities in Mumbai and Pune and more than 179 schools.

Foundational Literacy and Numeracy (FLN) has been a long-standing priority of the organization. In the wake of the pandemic, FLN has become an even more vital tool for educational rehabilitation. We have been able to perform FLN building initiatives effectively Under the NIPUN BHARAT mission of Education Ministry across 32 Municipal and low cost private schools and 50 slum communities reaching **26000 children in Mumbai**. In 2022-23, we worked diligently with **37,166 children in Pune** on a daily basis, focusing on strengthening their **literacy skills**. For those who achieved fluency in reading, over **38,000 children benefited from our reading classes and library activities**, aimed at honing their reading and comprehension abilities. There has been a phenomenal response and acceptance from the school management towards the new concept of introducing FLN development program for the school going and non-school going children. All the interventions were well designed with the help of internal expertise to clear children's linguistic and numerical abilities.

Building teacher's capacity plays a central role in the attainment of foundational skills to be applied in the educational development. We were pleased this year to be appointed to train **2500 Government Municipal primary school Teachers, Zilha Parishad school Teachers** in "Foundational Literacy and Numeracy" across Mumbai, Thane, Pune, and Raigad district by the Maharashtra Shikshan Parishad, Government of Maharashtra. Our internally developed classroom framework and planning for 120 hours and effective ways of creating and using 'Teaching -Learning Material' in the classroom was the key value for the government school teachers to attend our trainings. Post training feedback of the teachers and the training organizers has encouraged and motivated us to keep this momentum going forward the next academic year too. We also extended our work by collaborating with other NGOs through our **Networking and Nurturing program**. We collaborated with 10 NGOs across 6 districts of Maharashtra and trained the teachers in DSS teaching-learning methodologies for conducting sessions with their children in the absence of a regular teacher. Amidst the challenges we faced, such as obtaining permissions from the Education Department to implement our school intervention programs in PMC schools and addressing the learning loss experienced by children in various communities, we were able to add **2 more School on Wheels** to our fleet of buses in Mumbai and Pune, taking the number to 15 School on Wheels buses in Mumbai and Pune.

None of this above would have been possible without the trust and faith of our supporters, partners, and well-wishers. Our gratitude for travelling with us in this our journey of transforming the lives of the children. As we gaze towards the future, our commitment to our mission and the values remains unwavering. We extend our heartfelt appreciation to all our supporters and well-wishers. Thank you for standing beside us as we eagerly anticipate the remarkable journey that lies ahead.

With Faith and & Goodwill!!

Warm Regards,

*Prof. Rajani Paranjpe
Founder, President*



*Mrs. Bina Sheth Lashkari
Co-Founder, Secretary, Director – DSS*



CONTENTS



01

FOUNDER'S MESSAGE

02

EXECUTIVE SUMMARY

05

DOOR STEP SCHOOL - MUMBAI

31

DOOR STEP SCHOOL - PUNE

57

GOVERNANCE

58

FINANCIALS

Executive Summary

Established in Mumbai, India in 1989, "The Society for Door Step Schools" (DSS) is dedicated to combating illiteracy among marginalized communities by providing education and support to children from pavement and slum dwellers, construction site families, and the like. These children face barriers such as limited access to books, lack of study spaces, and the need to work or care for younger siblings, which forces them to drop out of school. At DSS, we strive to bridge this educational gap by bringing education right to their Door Step. Our community and school intervention programs address three key challenges within the public education system: non-enrolment, dropouts, and low learning levels. Today, Door Step School runs 100+ communities, schools and has reached more than 1 million children through community based educational services as well as our partnership with corporation run schools in Mumbai and Pune.

Through our efforts, we envision becoming an influential catalyst for children's development and ensuring equal opportunities for all. The Society for Door Step School works directly in the community with children through various activities, we also run our flagship program – School on Wheels (a total of 15 in Pune and Mumbai) which caters to non-formal education for out of school children and children living and working on the streets. Since past few years, we collaborate with government schools in Pune and Mumbai to run literacy initiatives in schools catering to children from low-income groups. **At an organizational level, in 2022-23, we reached out to more than 1,04,062 children as direct beneficiaries and 80,000 + children as indirect beneficiaries in Mumbai and Pune.**

In 2022-23, following was the outreach (Direct and Indirect Beneficiaries in Mumbai and Pune)

Programs	DSS Mumbai	DSS Pune
Community Based Interventions (Sites/Schools)	50	730
Community Based Interventions (No. of Children)	11,700	31965
School on Wheels (Buses)	6	9
School on Wheels (Children)	849	
School Based Programs (No. of Schools)	32	144
School Based Programs (No. of Children)	14,112	44373
Indirect Beneficiaries - Children	80,000	471
Indirect Beneficiaries - Parents	NA	14,495
Children/Teachers/Networking and Nurturing	2615	471
Rural Project (Pen)	592	NA
Total	27,368 children	76,809 Children





DOOR STEP SCHOOL MUMBAI

Currently Door Step School has presence in 14 wards of Mumbai
 More than 50 locations of street, slum communities, pavement and tribals
 6 School on Wheels in Mumbai and at Rural location
 62 municipal schools and private schools catering to low income students
 Expansion to Raigad District , Maharashtra

Key Highlights 2022-23

Door Step School, Mumbai



Impact on the lives of 27,253 children

- Impacted 27253 children directly socially and educationally from the less privileged background.
- Benefited 2336 children form 3-6 years of age group in the areas of social and emotional development, tuning motor skills and enhancing intellectual ability and make them ready for formal schooling through pre-schooling interventions
- Extended Mental health support to 4215 children and parents from the slum communities address their day-to-day mental health challenges
- 6765 children from the secondary school provided with an access to various learning and reading material in order to develop their language skills
- Computer education program has enabled 3621 children to enhance employable IT skills and computer handling knowledge.

New Launches

- Launched one more new school on wheel bus to cater street children's educational needs, taking the number to 6 buses in total under DSS , Mumbai
- Inaugurated Science & Math learning Lab in M-East ward to support primary and secondary children to understand scientific and mathematical values in a day-to-day life.

Capacity Building of Teachers for Foundational Learning and Numeracy

- In collaboration with Maharashtra Prathamik Shikhan Parishad trained 2500 ZP and Municipal school Teachers successfully for adopting Foundational literacy and Numeracy building initiatives. This led to indirect impact on 80,000 + children.

0 Dropouts , 100% Enrolment in Schools

- 731 children have been facilitated to get enrolled in formal schooling. 100% of these

- Children could cope up with the schooling and no dropouts are registered.

Going to Door Steps in Rural Areas

- This academic year has been a proud year for Door Step school Mumbai to make a headway in the Rural Area of Maharashtra with the launch and successful implementation of the project in Pen, Maharashtra.

Students of Door Step

- Six students from Govandi slum community have scored distinction marks in SSC board exam with the benefit they have received in DSS community study centre.

Achieving Learning Outcomes

- Achieved significant outcomes in improving foundational literacy and numeracy of 1st to 4th std 5273 children from Municipal and low cost pvt. Schools in Mumbai and Rural Raigad.

Children Leading the Change

- 617 adolescents were sensitized on child right, child participation and child protection and being socially responsible to contribute to the community development process.

Extra-Curricular Activities

- Street play competition at organizational level was conducted where in 150 children from Balsamuh groups performed on various social issues.
- On the occasion of "World Science Day", science exhibition was organized wherein children demonstrated various scientific experiments and themes
- 1400 children were provided with an opportunity to enjoy an IPL match at Wankhede stadium in Mumbai Mid-Day meal support program has observed increase in children's attendance in School on wheel bus program

Training the Educators

- Successful capacity building of 115 in-house teachers through 79 training session internally has been successfully completed.

Programmatic Approach of Door Step School , Mumbai



Door Step School Mumbai currently operates under five verticals for fulfilling its vision of bringing quality education and literacy for every child, the programs, and verticals of DSS have evolved over the last decades. DSS has taken a **'multi-stakeholder approach'** while expanding its work.

- a) **Community Based Interventions:** Door Step School runs Community Based Educational Programme through which age-appropriate interventions like Balwadi, Study Classes, and Non-Formal Education classes are run under this umbrella to take education to underprivileged children's Door Step living in urban slums and on streets. Door Step School also runs educational Centres at various slum and pavement sites to reach out to children of migrant workers and School on Wheels as mobile classrooms to reach out to children living on streets.
- b) **School Partnership Programme:** This project is specially designed for MCGM (Municipal Corporation of Greater Mumbai) Schools in which students from the communities we work with are enrolled. Through this intervention, we work with the students to enhance the schooling experience. We offer need-based packages that include study classes, reading promotion, mental health project, school bus service, recreational activities along with various extracurricular activities. School Partnership Project has 3 special in school programs, Foundational Literacy and Numeracy (FLN) , Reading Promotion, Programme and Remedial Class Programme.
- c) **School on Wheels:** SoW is a flagship programme of DSS which aims to bring education to the Door Step of vulnerable children who lack access to formal schooling. Non-Formal Education Classes on School on Wheels, ensure that children who have been never enrolled in schools or dropped out from schools get equipped with basic literacy skills to ensure smooth transition in formal schools. School On Wheels helps us to reach out to the children on streets and living on pavements at a time and place convenient to them
- d) **Rural Project at Pen, Raigad District:** DSS has expanded it's work beyond Mumbai and has started a project for the benefit of the rural children in the District of Raigad. The Project encompasses two approaches: School Partnership Project and School on Wheels considering the varied and complex geography of the region.
- e) **Teacher's Training:** Apart from the four programmatic verticals, DSS has a training wing which takes care of in-house and in-service training of the teachers, undertakes quality monitoring and performance evaluations of the teachers and projects, prepares modules and educational aid as needed for the four verticals. The training wing is also responsible for the implementation of training of external teachers in partnership with Government Bodies.

Key Verticals of Doorstep School

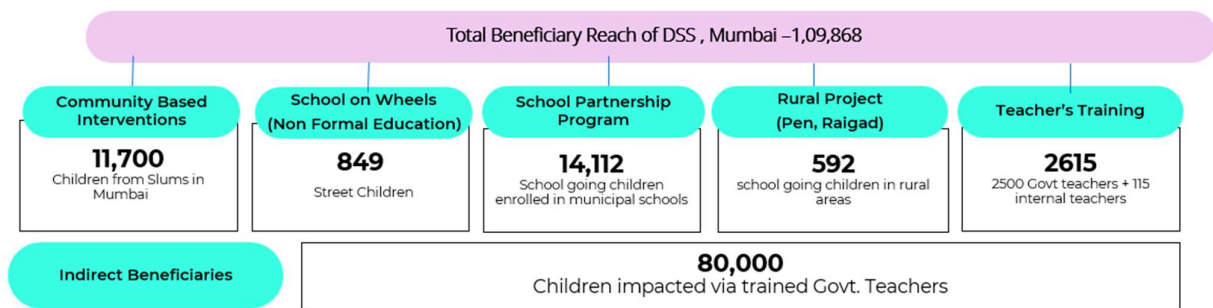
Community Based Interventions	School Partnership Program	School on Wheels (Non Formal Education)	Rural Project (Pen, Raigad)	Teacher's Training
Activities Conducted <ul style="list-style-type: none"> Balwadi Study Class English Study Class Science Lab Maths Lab Computer Centre Community Learning Centre Home Lending Study Centre Mobile Van Library English Speaking Lab Language Lab E-Learning Lab Balsamuha 	Activities Conducted <ul style="list-style-type: none"> Foundational Literacy and Numeracy Building Remedial Class Reading Promotion Home Lending English Study Class Balwadi MCGM Balwadi MPS Balwadi Mental Health Program 	Activities Conducted <ul style="list-style-type: none"> Balwadi Non-formal Education Class Study Class Home Lending 	Activities Conducted <ul style="list-style-type: none"> Foundational Literacy and Numeracy Building Reading Promotion Home Lending 	Activities Conducted <ul style="list-style-type: none"> Training for Community Teachers Area Coordinators Community Coordinators

Beneficiary Reach of Door Step School, Mumbai



Beneficiary Reach

The organization has reached to a total of **1, 09,868 beneficiaries** in the year 2022-23. Amongst this **27,253 are children** (direct beneficiaries), **80,000 children** are (indirect beneficiaries) and **2615 are teachers**.



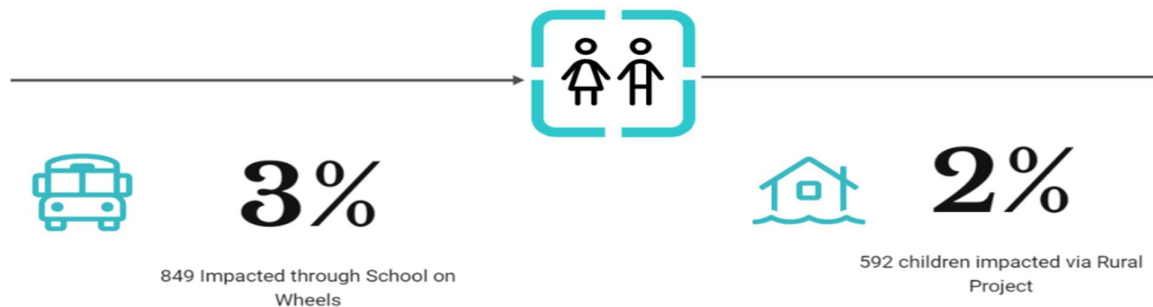
51%

14,112 children enrolled in activities under School Partnership Programme (SPP)



42%

11,700 children enrolled in Community Based Interventions



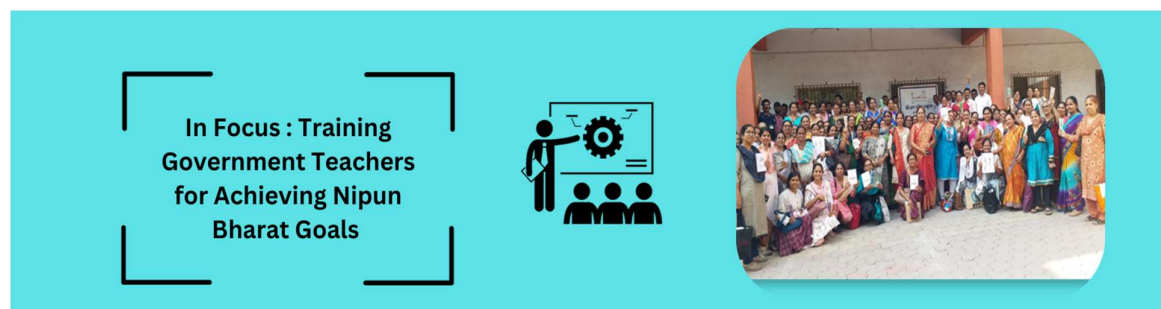
46% of the children which are impacted by DSS are enrolled in following **top three activities** viz

- School Home Lending (5253 children)
- School FLN (3696)
- Community Computer Centres (3621)

together impacting **12,570** children in communities and schools.

Details of Beneficiary Reach - Mumbai

Programs	Age	Units	Beneficiaries	%
Community Based Educational Programme	3 to 14 years	149	11700	42.75%
Community Computer Centre	7 to 14 years	8	3621	13.23%
Community English Speaking Lab	7 to 14 years	1	568	2.08%
Community Home Lending	7 to 14 years	1	211	0.77%
Community Math's Lab	7 to 14 years	2	731	2.67%
Community Mobile Van Library	7 to 14 years	6	800	2.92%
Community Science Lab	7 to 14 years	2	705	2.58%
Community Study Centre	7 to 14 years	2	315	1.15%
Community Balsamuha	7 to 14 years	17	442	1.62%
Community Balwadi	3 to 6 years	47	1501	5.48%
Community E learning Lab	7 to 14 years	1	254	0.93%
Community English Study Class	7 to 14 years	34	874	3.19%
Community Language Lab	7 to 14 years	1	369	1.35%
Community Learning Centre	7 to 14 years	1	628	2.29%
Community Study Class	7 to 14 years	26	681	2.49%
Rural Maharashtra - Pen		20	592	2.16%
Rural Foundational Literacy & Numeracy Building Class	1 st and 2 nd std.	9	258	0.94%
Rural Home Lending	3 rd and 4 th std.	7	191	0.70%
Rural Reading Promotion	5 th and 8 th std.	4	143	0.52%
School on Wheels		27	849	3.10%
School on Wheels Balwadi	3 to 6 years	3	98	0.36%
School on Wheels Home Lending	7 to 14 years	3	113	0.41%
School on Wheels Non-Formal Education Class	7 to 14 years	19	584	2.13%
School on Wheels Study Class	7 to 14 years	2	54	0.20%
School Partnership Program in schools		338	14112	51.56%
School Balwadi	3 to 6 years	4	99	0.36%
School Reading Promotion Program	3 rd and 4 th std.	56	2372	8.67%
School Balsamuha	5 th to 8 th std.	7	175	0.64%
School English Study Class	1 st and 2 nd std.	12	702	2.57%
School Foundational Literacy & Numeracy Class	1 st and 2 nd std.	75	3696	13.50%
School Home Lending	5 th to 8 th std.	133	5253	19.19%
School MCGM Balwadi	3 to 6 years	10	377	1.38%
School MPS Balwadi	3 to 6 years	4	261	0.95%
School Remedial Class	Slow learner children	37	1177	4.30%
Training Cell		79	115	0.42%
Teacher Training	DSS Teachers	79	115	0.42%
Trained Teachers by DSS	Govt. Teachers		2500	
		613	29,868	100.00%
Indirect Beneficiaries				
Students Impacted by Trained Teachers			80,000	
	Grand Total		1,09,868	



DSS Mumbai trained 2500 Government Teachers:
Door Step School Mumbai trained 2500 Government School Teachers in 2022-23 to build their capacity for FLN. DSS Mumbai was invited as an expert agency by Prathamik Shikshan Parishad of Government of Maharashtra to train Zilla Parishad, Aided and Municipal Coproportion Schools to achieve the educational goals set under the National Education Policy 2020. The training was supported by the United Way Mumbai.

For the time in history, Door Step School Mumbai was invited to conduct Government school Teacher's training by the **Prathamik Shikshan Parishad** of Government of Maharashtra. The organization was invited on the basis of recognized expertise of DSS in the field of Foundational Literacy and Numeracy and the legacy of training hundreds of in-house teachers with innovative methods.

The training was designed to with the goal of equipping the teachers in

government schools on foundational understanding of goals of FLN, enabling them to understand multi-level, play based and student-centric style of teaching and learning.

Objectives of the trainings were:

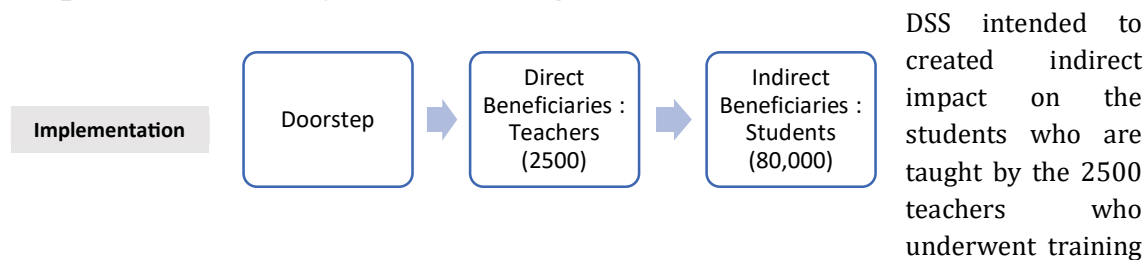
- To strengthen teachers' capacity on FLN parameters
- To train teachers in multilevel, play based, student-centered style of learning
- To shift focus from a teacher-led process to learner-led activity and experience-based learning process, where the learning of concepts and topics is considered complete only if the learner can demonstrate its application to solve problems in real-life situations
- To equip teachers to closely monitor children's desired performance under FLN mission by the Education Ministry
- Children in Std. 1st and 2nd undergoing FLN program will be familiarized with all alphabets and Matras in Hindi / or Marathi based on their language medium.
- To boost and sustain confidence of all the teachers to plan effective classroom activities.

Outcomes of the Training

- ✓ **More than 100% of the target was achieved** as instead of 2285, 2500 school Teachers were trained to deliver quality education to attain foundational Literacy and Numeracy.
- ✓ **Organization covered Four Districts via the trainings** viz. Mumbai Suburban, Thane, Raigad, Pune
- ✓ **Indirect impact created for approx. 80,000 school going children** as one teacher on an average caters to 35-40 students.
- ✓ **100% Teachers were provided with necessary pedagogy skills** and understand children's psychology towards attaining educational benefits

- ✓ **100% Teachers were trained to plan their day-to-day** classroom sessions and activities efficiently
- ✓ **Teachers were trained on using TLM (Teaching Learning Methods) effectively** in the children development process and create impressive TLM as per the need
- ✓ **Teaches were encouraged to promote** and adopt reading habits amongst children to develop reading skills

Impact Created by the training for Students:



by DSS. The framework of the program was that the teachers will be trained by DSS and they in turn will cascade down the learnings via improvement in their teaching capabilities. The purpose of the training was to create this 'ripple effect'. To assess the impact of the training, DSS conducted Learning Assessments with 9200 students.

Key Outcome of the Learning Assessment with indirect beneficiaries shows that there has been a 12% increase in Literacy and 11% progress in Numeracy after 3 months of endline. However, this study had limitations as the baseline was not conducted by the teachers and not by DSS. Going forward , the organization wishes to strengthen its mechanisms to assess the impact on indirect beneficiaries after future trainings.

Testimonials from Teachers

"I have started using various teaching methodology to make the foundation strong such as game, songs, worksheets and activities etc. It was very motivating for the children which I have realized after the training".

By a teacher from Thane

"Reading books provided by DSS during the training was very helpful to my students which has improved their reading and has built confidence for reading."

By Suchita Teacher from Pen Nagarpalika School

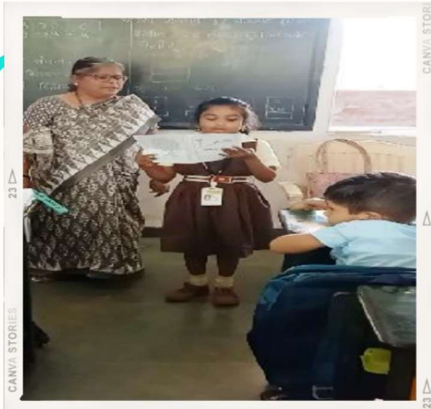
"I have successfully used language and math's assessment papers for grouping children for further teaching."

By Teacher from Bhattwadi School, Ghatkopar

" The use of Matra books has really helped many of my children to improve reading and language"

By Teacher from Ulhasnagar Municipal Corporation School

Impact of the Training: Cases in Focus



A 9 years Mukta, a student of Swami Vivekanand School, Dahisar studying in 3rd standard knew letters and words but could not read sentences, she was also lacking in fluency while reading, and understanding the meaning of words was also difficult for her. Teacher Munekar madam during training had asked the training on how to improve Mukta's reading skills. Trainer shared strategies such as reading aloud, use of mulakshar & matra book, reading stripes, making sentences out of words, etc.

Teacher took similar reading activities in her class for a period of three months and the result was encouraging. Mukta could read books confidently and fluently. Mukta has also become a role model for other children who are also struggling in reading.



9 years Varad Sanjay Kumbhar is student of 2nd who is studying in Kalyan Zilha parishad School. Chinchpada. He was enrolled in school under RTE. When he joined he knew only 25 letters out of 48. Being a first generation learner and no support at home for learning he was finding it difficult to progress in his reading. Reading being one of the major components under FLN, all the children are expected to read fluently by the end of three years of schooling.

The Teacher Mrs. Pratibha Gawli took the learnings from the training seriously and started reading books regularly which were provided during the training. She also encouraged students to take the books at home, this helped Varad to improve his reading skills. The books delivered during the training were specially designed and printed by Door Step School for beginners to improve reading capacity. The books contain each page dedicated to simple words to matra words and joint words.

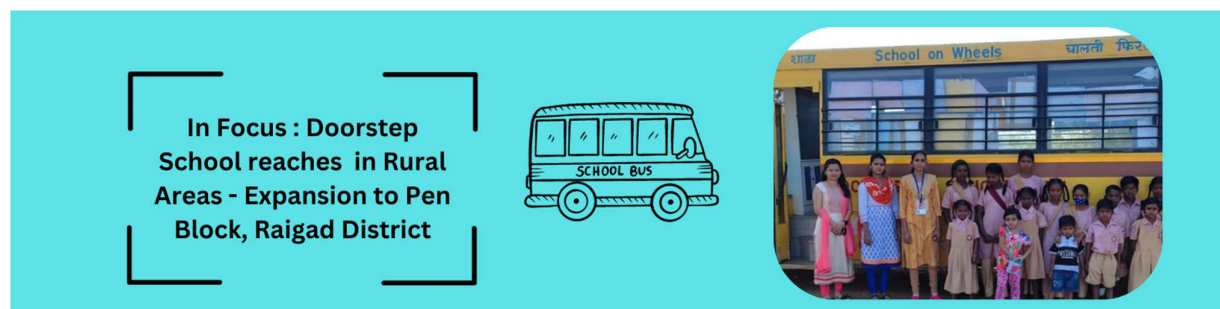
Photos of the Training

Teacher in action during the training



Teacher made TLM during the training





Integrated approach towards Quality Education of Underprivileged Children in rural Raigad district of Maharashtra (Pen Block)

It been a proud moment for Door Step schools, Mumbai to portray our strong presence in Rural Maharashtra for the first time after 30 years of its delightful educational journey in elevating slum lives in


Mumbai. We are grateful to our CSR partner Cyrus Investment Pvt. Ltd. for providing us this wonderful opportunity to uplift rural population by taking our educational services at their “door”. Our first project in the form of “School on Wheel Bus” has been introduced in Vakrul group gram panchayat, Pen Block of Raigad district, catering foundation literacy and numeracy developing initiatives to the students from 8 ZP schools.


Extra-curricular Activities Carried out for the Rural Children

Name of the Activity	Outcome
Celebrated Savitribai Phule Jayanti	Children especially girls were made aware on the kind of work done by the legendary Savitribai Phule in field of girl’s education.
Mental Health Session	Mental health sessions were conducted with the children from secondary schools- Asha Kiran English School and Hetvane High school to make children aware on the importance of being mentally well and what is mean by- Mental Health. Children were introduced Mental health concept, Mind, body, concentration, Who I am, Emotions and how to express.
Puppet workshop	The objective of the activity was to make children aware on puppet concept and how to make puppets on their own to improve in creative skills.
Reading Fair	An activity called “Reading fair” was organized at the classroom level with the aim of developing reading habits and language skills of the children attending school on wheel bus program.
Science Day	The science day was celebrated with the children attending school on wheel bus program to mark the “world science day”. All the children excitedly participated in the celebration plan. The objective of the workshop to generate interest of the children in learning science.
General Health Check-up camp	General Health check-up camp was organized for the children from Asha Kiran and Muktai school in a co-ordination with our filed partner organization-Doctor for you. The objective of the camp was to make rural children aware on the general health and hygienic practices in a day-to-day life.

Community Based Interventions

Impact Achieved for
11,700 children from
Slums of Mumbai





Door Step School Mumbai has been working with vulnerable communities to provide quality education to children for enhanced learning outcomes. Various activities such as Computer Class, English study Classes, Study Centre and Class, Balwadi, Balsamuha, Science and Maths Lab , Reading Promotion, Home Lending are implemented at the community level by the organization.

English Language Development Program:

English Study class program aims to develop English language of the children that come from the first generation learner from 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.

Reach of the English Classes

Community Based English Classes	School Based English Classes
<ul style="list-style-type: none"> • 13 Slum Communities • 874 Children • Standard 1st to 4th • 19 Teachers 	<ul style="list-style-type: none"> • 4 Schools • 801 Children • Standard 1st and 2nd • 5 Teachers

Key Outcomes of English Study Class:

1. **Empowering 1,675 Young Minds:** Our English Study Class program has touched the lives of 1,675 children from grades 1st to 4th, providing them with valuable educational opportunities.
2. **Elevating Teaching Standards:** We conducted 29 training sessions aimed at enhancing teaching approaches and methodologies, ensuring our educators are equipped to inspire and educate effectively.
3. **Dedicated Classroom Sessions:** An impressive 84% of our scheduled classroom sessions, totaling 5,790 out of 6,870, were successfully conducted, underscoring our commitment to consistent learning experiences.
4. **Engaging Student Attendance:** An astounding 84% (1,407 out of 1,675) of registered children attended more than 50% of classroom sessions, demonstrating their eagerness to learn and grow.
5. **Nurturing Confidence:** To boost their stage confidence, 150 children actively participated in role play and picture competitions, fostering essential life skills.
6. **Remarkable Alphabet Mastery:** A significant achievement unfolded as 53% (835 out of 1,576) of children were unable to recognize all English alphabets during the baseline test in July, while an impressive 98% (1,544 out of 1,576) mastered this skill during the post-assessment test in March, marking a remarkable journey of progress and learning.



Figure 4 Picture Reading Activity



Figure 3 Action with Preposition



Figure 2 Picture Talk Competition



Figure 1 Vocabulary Building Activity



Priyanshu Yadav, a 6 year old boy was enrolled in the English Program Classes at M-Ward (Lallubhai Compound). Priyanshu comes from a family of 5, with two older sisters and parents. His father is a driver and mother a home maker. Priyanshu suffers from vitiligo since birth due to which his vision is not clear and hence he faces issues in learning. He was enrolled in the English study class from Balwadi. Initially he was unable to read and write letters. On social development front he was an introvert and faced issues while interacting with other students. He was also bullied due to his appearance. The teacher of English Class worked not only on Priyanshu's individual academic improvement but also on social interaction with other children.

She would involve him in all the activities during the class and encourage him to participate without hesitation. After initial hesitation, Priyanshu became comfortable and started sharing his thoughts with the teacher. Teacher developed an individual study plan for him to learn two letter words, more focus on learning basics by use of clay and stones, two letter words, CVC words etc. To develop his social skills teacher also involved him in monitoring the class which increased his confidence. This personalized intervention combined with academic support has enabled Priyanshu to shine and come out of his shell. He has blossomed and is now confident in writing as well as in social interaction. Priyanshu, once a shy boy is now able to recognize, read and write all the letters and CVC words. His confidence has increased and now he speaks and interacts with other children with confidence.

Capacity Building of English Study Class Teachers

At Door Step School, we hold a steadfast belief in the importance of enlisting local educators who can not only excel in academic instruction but also instill valuable social values in our children. The role of a teacher is pivotal in shaping not just academic prowess but also the development of essential life skills. To this end, we have devised a comprehensive plan that harnesses the expertise of our in-house trainers and external resources to enhance the capabilities of our English Study Class teachers, especially given that English is not their native language.

Our program focuses on strengthening teachers' skills in classroom management and effectively engaging children in various educational activities. We achieve this through the judicious utilization of teaching and learning materials.

Following Training Programs were conducted for the teachers:

- Rapport Building and Baseline Assessment
- Introduction to Pedagogy of English Language
- Noun and Pronouns
- Action Words/Verbs
- Introduction to writing
- Phonics and Reading
- Introduction to Future Tense
- Questioning Skills



- **Exposure visit** was made to **Muktanagan**, (an Educational Trust) model English class to experience the classroom environment and visibility to keep children active and engaged.
- Muktanagan Master trainer visited DSS English study class and provided live classroom inputs to the teacher

“Thank you so much Door Step School. You are doing a good job. I have seen a positive change and good progress in my child. Your syllabus and teaching methods are different and unique from other schools. Phonics, words, sentences, poems, stories, games, grammar all are included in your syllabus. All basic concepts of grammar are also covered.”

Feedback by a
Municipal School Teacher

Balwadi: For Early Childhood Education and Development

Our Early Childhood Education program via 'Balwadi' (Kindergarten) is purposefully tailored to provide nursery education to children between the ages of 3 and 6. This specialized approach is geared toward establishing a solid foundation in literacy and numeracy during the critical early years. By doing so, we aim to open the door to a seamless transition into formal schooling. Additionally, this early education equips children with the necessary skills to thrive within the school environment and navigate the education system effectively as they progress into formal education.



- **Empowering 2,336 Young Minds:** Our program has made a significant impact, reaching out to 2,336 children between the ages of 3 and 6, spanning across 19 slum communities and MCGM schools in Mumbai.
- **Enhancing Foundational Skills:** We've successfully improved foundational literacy and numeracy skills among 715 senior group children aged 4.5 to 5.5 years.
- **Impressive Learning Outcomes:** An outstanding 70% of senior group children achieved the expected learning levels by the end of the academic year, showcasing remarkable progress.
- 90% children given more than 50 % Attendance in Balwadi program in Community. Out of which 62% children given more than 75% classroom attendance.
- **Facilitating Formal Education:** We've guided and facilitated 742 children to enroll in formal schools, and we're proud to report that 100% of them have continued their formal education.
- **Dedicated Teaching Team:** Our team of 25 teachers conducted a total of 8,812 classroom sessions, delivering consistent and quality education.
- **Strengthening Parental Involvement:** We conducted 48 parent meetings, with 50% of parents from the communities actively participating in extracurricular activities independently.



Muskan Rafiq Shaikh, a 6 year old enrolled in Balwadi of DSS comes from a troubled home. Her father has studied only till 4th standard and mother has had education till 8th standard. Muskan's father is a scrap dealer and he owns a shop. Her mother and father do not get along and her father has married second time. Muskan was a reclusive child as she has witnessed domestic violence in her home. Due to this, she had multiple psychological issues and was unable to concentrate on her studies. Muskan's Balwadi teacher tried to be empathetic and make Muskan comfortable. She got to know that due to financial troubles Muskan was also made to pick scrap.

Her mother agreed to focus on Muskan's studies after the teacher convinced her of the importance of formal schooling and foundational learning. Slowly Muskan started paying attention in school and started interacting with other children. Through she comes from a troubled home, she showed keen interest in learning. Teacher opened her up and told her not to pick scrap after school. Teacher also offered her a safe space to vent out her feelings about family issues and domestic troubles. With time, Muskan improved academically. Muskan has big dreams. She says "I want to learn and become a big officer". **A girl who used to be constantly worried about her family issues and busy with picking scrap from the street is now blossoming into a bright child in DSS Balwadi**

- **Holistic Development:** We provided progress card support to 100% of the children, with over 60% of senior group children securing admission in private schools based on their progress reports, paving the way for a brighter future.
- **Innovative Teaching:** The use of innovative Teaching Learning Material proved highly effective in enhancing the learning experience for the children.

Extra-Curricular Activities Conducted at Door Step School, Mumbai

Extra circular activities are always supporting activities to perform children better educationally and socially. The objective of these actives is to provide an access to school going children to unblock their mental and creative abilities. These activities are meant to bring social skills, intellectual skills, moral values, personality progress and character appeal in students.

- | | | |
|--------------------------------|----------------------------------|-------------------|
| • Children day celebration | • Diwali & Christmas Celebration | • Clay activity, |
| • Teachers Day Celebration | • Picnic | • Art & craft |
| • Independence Day celebration | • Puppet workshops | • Thumb painting |
| • Fancy Dress Competition | • Republic Day celebration | • Best from Waste |
| • Parisar Visit | | • Sports activity |
| • Make animal Puppet, | | • Kite Making |



Study Class: Foundation Building Study Class for Enhanced Literacy and Numeracy at the Community Level

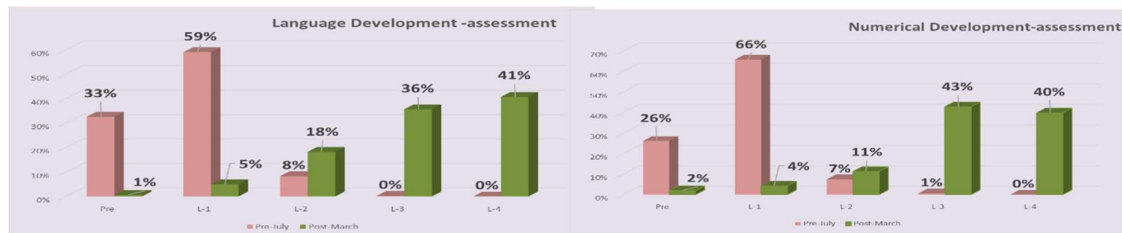
Our Study Class initiative is aimed at enhancing the foundational literacy and numeracy skills of children in grades 1 through 4. This remedial support program is specifically designed to help children from slum communities who are not part of our School sponsorship program. The primary goal is to establish a strong foundation in literacy and numeracy, preparing these children to further develop their reading skills. Internally, we've crafted a comprehensive curriculum framework spanning 120 hours, aligning with the expected outcomes of the NIPUN BHARAT initiative by 2026-27.

Performance Assessment of Children at Community Study Class

- We have set **impact measurement mechanism** internally to assess and track each child's progress and learning performance on a weekly basis. At the time of admission, we conduct initial

pre -assessment to check children learning levels which sets the temple to take his/her learning outcomes to the next level by the time of post assessment usually performed at the end of the year.

- **Attendance :** 75% of students attended mandated 120 hours of classes
- 806 children from 1st to 4th std. from community-based interventions were available for the both the assessments pre and post



- **92% (742/ 806) children** were recorded unable to read and recognize desired 48 letters / alphabets in Hindi / Marathi during the pre-test conducted at the beginning of the year, the same has been reduced to only 6% by the time post-test performed at the end of the year.
- **A Remarkable 97% Leap:** An astounding 97% of our children have not only met but exceeded our expectations. They have progressed by leaps and bounds, surging ahead by an impressive 2 to 4 levels, as outlined in our framework. They now boast the ability to effortlessly recognize and identify all 48 Hindi/Marathi alphabets, along with mastery of all 12 Matras, deploying them skilfully to construct and read meaningful words and sentences in literacy.
- **83% (669/806) children from 1%** in Numerical development assessment have been able to achieve desirable Numerical learning outcomes by the end of the year.
- **77% (621/806) children from 0%** in Language development assessment have been able to achieve desirable language learning outcomes by the end of the year.
- **Dedication beyond Measure:** An inspiring 75% of our community study class program participants have dedicated themselves to the cause, attending classes for more than an impressive 120 hours. Their unwavering commitment is a testament to their hunger for knowledge and personal growth.

Science, Maths, Computer and Language Lab (SMCL)

Door Step School Mumbai has been running SMCL (Science, Maths, Computer and Language Lab) for providing skills to children from low income families who otherwise would be deprived of the high quality benefits of the program.

Impact and Achievements of SMCL Program:

Elevated Academic Performance: Our Science and Mathematics labs at Door Step School have yielded impressive results. Children who actively participate have demonstrated significant improvements in their academic performance in these critical subjects. Their enhanced understanding and proficiency showcase the tangible impact of our labs on their learning journey.

Science Lab

- **Beneficiaries:** Benefited 705 children during the year. There were two physical labs set up during 2022-23, covering 8 slum pockets
- **Nurturing STEM Aspirations:** Our interventions in Science, Mathematics, and Computer education not only boost academic performance but also serve as a stepping stone for children aspiring to pursue careers in the exciting fields of Science, Technology, Engineering, and Mathematics (STEM). By fostering a strong foundation in these subjects, we empower young minds to dream big and reach for the stars.
- **Attendance:** 93% children attended more than 50% classroom out of which 61% children gave above 75 % classroom attendance.

- **Performance of Students in Science Lab:** 46% children were below 40 marks and only 54% children were between 41 to 100 marks at Beginning of academic year in science subject while at end of the year 74% children above 41 marks and only 26% children found below 40 marks. On an average 20 % children moved 2 level ahead in science subject

Maths Lab:

- **Beneficiaries:** Maths Lab Benefited 731 children via two physical labs. The labs covered children from 8 slum pockets
- **Attendance:** 91% children given attended more than 50% classroom out of which 65 % children gave above 75 % classroom attendance.
- **Performance of Students in Maths Lab:** Similarly in Maths 42% children below 40 marks which has decreased to 29 % by end of the year. 58% children above 41 marks was increased to 72% children were gain marks between 41 to 100 marks. This show jump of 25%children moved to higher grade to their learning

English Speaking Lab:

- Our English-speaking Lab Classes have proven to be a dynamic and highly effective platform, equipping children with the confidence and skills needed to communicate and interact proficiently in English with others. We've had the privilege of benefiting 568 children from four different slum pockets within the M ward, significantly impacting their educational journeys.

Computer Centre

- **Computer Education:** Benefited 3621 children via 8 computer centres. The centres are equipped with a streamlined curriculum and trained instructors.
- 94% in private batch and 86% children from DSS has given more than 75 % attendance at Centre.
- Learning Outcome in computer Centre is remarkable 100% children moved to different level of achievement more than 50 % children moved to 2 level further in Microsoft word, Excel and PPT formation by end of year.

Language Lab

- Language lab benefited 623 children via 4 physical centres covering 8 slum pockets.
- **Attendance :** 99% children given attendance above 50% of days
- **Performance:** The Language Lab has been a game-changer for children aiming to refine their regional language skills. Access to diverse reading materials within the lab has not only enhanced their language proficiency but has also positively impacted their academic growth. Our commitment to nurturing well-rounded learners shines through in these achievements.
- Regularity to Centre is one of the significant Learning Outcome. On an average each child moved to 2 level forward in their learning skills.



Mobile Library Initiative

- Empowering 800 Young Minds:** Our Mobile Library initiative has made a profound impact, benefiting a total of 800 children from six different slum pockets within the M ward, expanding their horizons through literature.
- A Feast of Books:** In the course of our program, children devoured an impressive total of 1,214 Marathi language books and 566 Hindi language books. These literary adventures have enriched their minds and fostered a love for reading.
- Frequent and Fruitful Visits:** Our mobile library reached six strategic locations, totalling 608 out of 716 planned visits, covering all 800 children. Remarkably, each child has engaged with a minimum of 100 books in a single year, showcasing their voracious reading appetite.
- Attendance :** 68% children has given attendance above 50% of their turns
- Achievement of Turns:** 608 Turns achieved Vs. 716 Planned Turns which is 85% turns were completed.



Balsamuha Activity:

Balsamuha aims to sensitize adolescents on child rights, child protection and child participation to make them socially responsible. Balsamuha activity impacted 623 children from 5 slum communities and 4 municipal schools

Key Activities and Achievements:

- There are 24 Balsamuha groups which has 623 children enrolled. 56% of the children are female and 44 % are males
- **Attendance:** 87% (539 children) recorded attendance of more than 75% in the various activities conducted.
- **Extra-Curricular Activities:** Various activities such as Street Play Competition, International Literacy Day Celebration, Hindi Divas Celebration, Diwali Celebration, Discussion on Menstruation, Picnic to a Resort, Mental Health sessions were conducted for the children and the program saw high number of participation of students.
- **Excursion:** Balsamuha children enjoyed a trip to Rajhans Resort at Virar East which was full of fun and frolic.



Figure 5 : Glimpses of Activities conducted with Balsamuha Groups



Creating a next generation which is socially conscious and aware of it's duties as a citizen, aware of social evils and strives to contribute to the betterment of the society is a focus of Balsamuha. 129 students participated in a street play competition showcasing their thoughts via drama. Various topics of importance such as gender equality, environment, and right to vote were taken up by the children who turned into script writers, directors and artists for the day! A day full of awareness and



In a heartening display of determination, children from slum communities organized a vibrant rally to underscore the significance of International Literacy Day. With colourful banners and enthusiastic chants, these young advocates illuminated the streets, emphasizing the transformative power of education in breaking the cycle of poverty. Their collective voice resonated, drawing attention to the urgent need for literacy initiatives in underserved communities.

Mental Health Program

- Mental Health Program by DSS has **had an outreach to 4933 students in the year 2022-23**. DSS has **partnered with MPower**, an agency specializing in mental health to conduct the mental health sessions. The collaborative approach enabled DSS to reach out to wide range of students as well as refer students for expert counselling whenever required.
- MPower team conducted mental health sessions in the Community impacting 998 beneficiaries including **934 children between age group of 11 to 14; 36 teachers and 28 parents. A total of 46 sessions covered** all the beneficiaries and the sessions were conducted on topics like :
 - Dealing with stress related to exam
 - Bullying Vs. Respect
 - Mental Health Literacy
 - General Mental Health
- Art Scape Sessions was conducted with 111 students from Balsamuha and Mobile Library
- **Specialized sessions for Children in Slow Learner's Category** – specialized sessions were conducted involving 50 children with learning issues on the topic of “Building Focus and Concentration”.
- **Referrals:** 83 children from Municipal Schools needed individual counselling. We were able to provide counselling to more than 50% of the children with the help of 2 internal counsellors.
- **Assessment of Impact:** Before start of the every session conducted for the children in the age group of 11 to 13 years, all the children were asked to participate in the small assessments performed by the moderator. The objective of the assessment was to evaluate children's understanding about the mental and stigma attached to the issue. During the assessment session, moderator discussed about various emotion, feelings in students. Aggression is a common and highest feeling that has been observed amongst municipal school children as compare to other feelings. This indicates there is a huge need to work with the children closely on their mental health and reduce aggression at some extent by providing an access to the joyful learning environment.
- **School Teacher's session on mental health:** A session with 17 Teachers from Mohite Patil School on a request was conducted to sensitize teachers on mental health challenges faced by children during their learning process. The topics such as what is Mental Health, how to indefinite students mental health challenges and where to refer the cases etc.





"The School on Wheels program continues to be a beacon of hope and opportunity, transforming lives and nurturing the potential of these young learners, one bus ride at a time."

In the pursuit of reaching the most marginalized and out-of-school children, including street children and pavement dwellers, School on Wheels serves as a beacon of hope and an emergency classroom where space constraints limit traditional education. Here are the remarkable highlights of our achievements in the year 2022-23:

- **Reach of School on Wheels:** There were 5 active SoW in Mumbai in Borivali- Kandivali area, Malad, Goregao, Jogeshwari Andheri and Crawford Market-Wadi Bunder route.
- **Empowering 849 Street Children:** We've reached out to and provided education access right at the Door Step for 849 street children, ensuring that no child is left behind.
- **Expanding Reach with 5 Mobile Classrooms:** Our fleet of five School on Wheels buses has effectively reached 21 street communities scattered across the bustling streets of Mumbai, extending the reach of education to those who need it most.
- **Attendance:** 90% children above 50% Attendance has been recorded at school on wheels program whereas 58 % children has given above 75 % school days.
- **Facilitating Formal School Enrolment:** We've facilitated the registration of 127 children into formal schooling, opening doors to brighter futures for these young minds.
- **Nutritional Support for 538 Children:** By providing regular mid-day meals, we've not only addressed hunger but also significantly improved children's attendance, ensuring that they remain engaged and eager to learn.
- **Academic Triumphs:** An impressive 80% of the children, comprising 354 out of 442, have achieved the desired learning outcomes by the end of the year. Remarkably, 94% of these children began the year with significant academic challenges, making this achievement all the more remarkable.
- **Life Skills Empowerment:** We conducted 15 life skills sessions, equipping these children with invaluable skills such as self-awareness, positive and negative attitude management, effective communication, mental health balance, fostering friendships, and promoting social responsibility.
- **Celebrating Science:** In an exciting first, 200 children participated in a Science Day celebration at the organizational level, marking "World Science Day." These young scientists eagerly engaged in the celebration, developed innovative scientific experiments and modules, and showcased their brilliance in a captivating science exhibition.

Masarufa Shaikh, a resilient young girl, resides on the sidewalks of Crawford Market. Being a pavement dweller she faces many challenges in her day to day life. Her father and two younger siblings are in Jharkhand. Unfortunately, her father struggled with alcohol addiction and unemployment, which led her mother to leave her two siblings with their grandmother and seek refuge in Mumbai. Masarufa's mother now sends money to support her grandmother, shouldering the burden of providing for her family. In this case, the Dedicated School Support (DSS) teacher played a pivotal role in Masarufa's journey. The teacher went above and beyond, spending two days shadowing Masarufa to understand her life situation better. She also made an effort to meet her mother, sharing information about the school bus project, and passionately urging her to allow Masarufa to join the Non Formal Education program in School on Wheels. The mother eventually agreed, and Masarufa began her educational journey on the school bus.

Initial Challenges: Initially, Masarufa felt a sense of shame, believing she was older than the other children on the bus. She opened up about her discomfort to her bus teacher. However, the bus teacher provided crucial guidance and reassurance, ultimately convincing her to continue attending school regularly.

Educational Progress: Through dedicated effort and the support of her teachers, Masarufa's confidence blossomed. She actively engaged in various educational activities, significantly improving her reading and comprehension skills. She now comfortably interacts with her peers and actively contributes to providing food for other children in need.

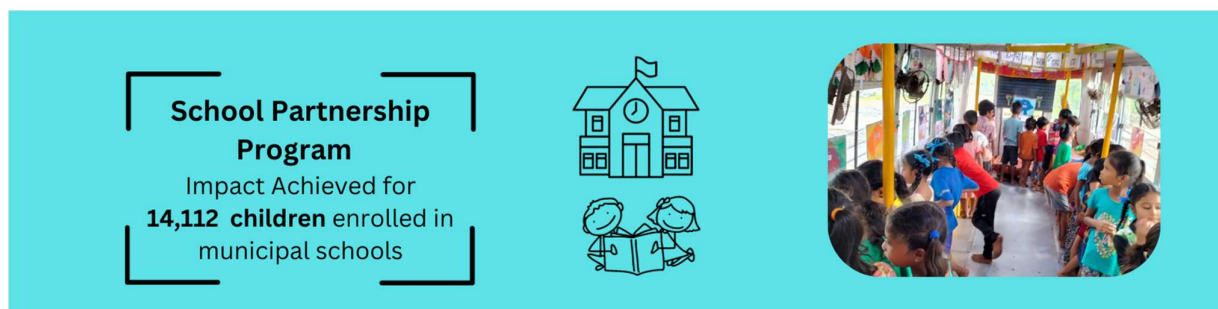
Then...



Now...

Today, Masarufa is a committed student, attending school regularly on the bus. She has made remarkable progress, mastering word reading, sentence comprehension, and a desire to learn and understand new things. After her bus class, she enjoys a nourishing midday meal and then diligently attends to her household responsibilities. Through persistence, empathy, and encouragement, Masrufa has overcome adversity and is on the path to a brighter future.





School partnership program has focused on building foundational literacy and numeracy (FLN) skills of the children studying in 1st and 2nd std in Municipal schools of MCGM and low cost private schools. At the same time interventions also emphasized on developing reading skills and reading habits of the children studying between 3rd std to 8th std. There has been a very positive and accepted response received from all 35 Municipal schools that we have been working with. Our interventions and teaching methodologies with effective TLM (Teaching Learning Methods) uses have gained most respect from the school management. There has been healthy coordination between School Teachers and DSS teachers to perform smooth functioning at the classroom level which eventually contributed to creating positive and healthy learning environment to children.

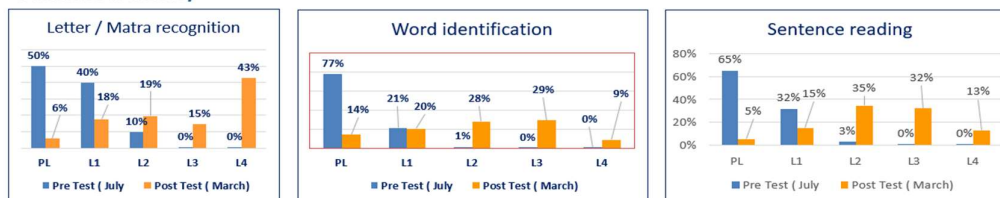
Achievements of the Academic Year 2022-23

Activities in the School Programme	Achievements
Foundational Literacy & Numeracy Class	<ul style="list-style-type: none"> Improved Foundational Literacy and Numeracy skills of 3700 children from 1st and 2nd Std of Municipal and pvt. Low-cost schools 72% children had attendance above 50% of school days. 77% 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 operation against 98% children were found Nil in baseline performance.
Remedial Class	<ul style="list-style-type: none"> 1282 Children with learning loss from 3rd and 4th std. were provided with Remedial class support 70% of children attended above 50 % of school days Only 9% children were able to read and write joint words and sentences at baseline of program which has reach to 31% by end line achievement. 56% children went 2 level ahead in their learning language and math's in end line performance. 82% classroom sessions were completed during the year.
Reading Promotion	<ul style="list-style-type: none"> Reading capacity of 2436 children from 3rd and 4th std was improved with the help of various reading workshops and activities. 89% children have had more than 20 turns out of which 59% children has attended above 40 reading turns. 94% children could read sentences with understanding, fluently with all matras and grammar at end test against 39 % at beginning of program. Similarly in listening and Speaking 75% children could narrate story in sequences at end line against 3% in baseline test.
Home Lending	<ul style="list-style-type: none"> 5386 children from 5th to 9th std were reached through home lending program and provided with access to improve in language skills through various reading activities. 57% children have more than 20 turns for library and 43% has given less than 20 turns.

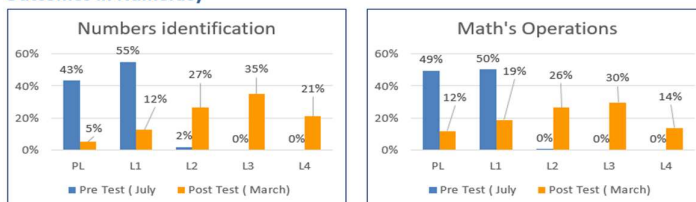
	<ul style="list-style-type: none"> Average 30 turns out of 36 turns were performed during year Learning Outcome is remarkable against inputs 58% children could read paragraphs fluently in end test compare to only 25% could read in same space at base line.
Balsamuh	<ul style="list-style-type: none"> 125 children from 5th Std above were sensitised on child rights, child participation and being socially responsible. 96% children have attendance above 50% in various activities
Mental Health	<ul style="list-style-type: none"> 4215 children from 1st to 9th std were supported with Mental Health program for being mentally well and address academic hinders 19 locations ,209 sessions for 4215 beneficiaries and 46 cases referred for counselling , 2 Teacher training and 1 parents training were the outcome of program .

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

Outcomes in Literacy



Outcomes in Numeracy



- Number of Children : 3696**
Children reached via 75 Units in 2022-23

- 3331/3696 children from 1st and 2nd std. were available for the both the assessments pre and post.
- 5820/7828 classroom session were performed throughout the year.
- Attendance:** 71% (2760/3760) of the children registered in Foundational Literacy and Numeracy program attended between 50%- 75% of the planned classroom sessions.
- Progress from Baseline to End line :** 90% (2998/3331) of the children in FLN program were unable to read and recognize Marathi / Hindi alphabets during the baseline test performed at the beginning of the program in July, 77% (2565/3331) of these children were recorded having had performance improvement by the time of post test conducted in March.
- Performance Improvement:** 98% (3264/3331) of the children in FLN program were recorded unable to perform 21-100 numbers, 2 digits +, - operations, 2 digits recognition in order, 2 & 5 tables, 1 digit multiplication and +, -, * word problems solving during the pre-test conducted in July, 83% (2765/3331) children of these were recorded able to perform same math's operations during the post test conducted in March.



Figure 8 Peer to Peer Learning of Alphabates



Figure 5 Additions via real life counting the objects



Figure 6 Walk and Run: Learning while doing activity

*Inclusion of Play Based Learning methods, peer to peer learning and fun activities accentuated foundational learning of the children leading to performance improvement of average **83%** Children after intervention via FLN*



Sanjana's Triumph: From Abandonment to Academic Excellence and Empowerment

In the bustling heart of Mumbai's Deonar slum community, a remarkable tale of resilience and determination unfolds. Meet Sanjana, an eight-year-old girl attending the second grade at Deonar Municipal School. Her life's journey has been anything but ordinary, marked by abandonment and societal biases that could have stifled her dreams. However, with the unwavering support of the Deonar Support Society (DSS), Sanjana's story is now one of hope, progress, and a brighter future.

Sanjana's life took a heart-wrenching turn when both her parents abandoned her in pursuit of a male heir. Her mother's remarriage brought no solace, as her new husband shared the same unfortunate sentiment. Left with her loving but financially struggling grandparents, future appeared bleak.

Sanjana's

future appeared bleak.

In June 2022, Sanjana embarked on her educational journey at Deonar Municipal School, coinciding with the launch of DSS's Foundation for a New Life (FNL) program tailored for her grade level. Her academic abilities at that time were challenging; she could barely recognize a handful of alphabets and numbers. In class, she shied away from interaction and would retreat into tears when faced with questions or stern voices, leading to her isolation from peers.

Recognizing the deep-seated fear within Sanjana, a DSS teacher initiated a one-on-one conversation with her. With gentle reassurance, the teacher conveyed that there was nothing to fear and encouraged her to seek help whenever needed. Sanjana's grandfather, seeing the dedication of the DSS team, shared insights into her background and personality, strengthening the teacher's resolve to provide extra support.

The transformation in Sanjana's life began with a simple change in her classroom seat—from the back to the front. She started responding to questions and asking her own when in doubt. Diligent completion of homework became her norm, and various teaching aids, including 'Matras' books and captivating storybooks, were introduced to boost her reading skills and comprehension. Sanjana was actively encouraged to participate in class activities designed to help her grasp concepts.

Through this consistent interaction and encouragement, Sanjana's fear began to dissipate. Her academic performance improved exponentially. Today, she is not only well-versed in all alphabets and 9/12 'Matras' but can read words and sentences effortlessly. Her mathematical skills extend to addition and subtraction of two-digit numbers, and she's mastered the tables of 2 and 3. Most importantly, she now interacts confidently with her DSS teacher.

The journey doesn't end here. DSS's next goal is to empower Sanjana to express herself confidently, build meaningful relationships with her classmates, and develop a strong sense of dignity and self-esteem. Despite the heart-breaking abandonment she experienced because she was a "GIRL CHILD," Sanjana's resilience shines as she embraces education and a new approach to life.



Figure 12 Home Lending Program



Figure 9 Pupper Workshop




Figure 11 Participating Actively - Balsamuh Rally




Figure 10 Mental Health Support Provided to the Children

**Training Cell of
Door Step School ,
Mumbai**

Internal training conducted for
115 teachers across 59 training
days in a year





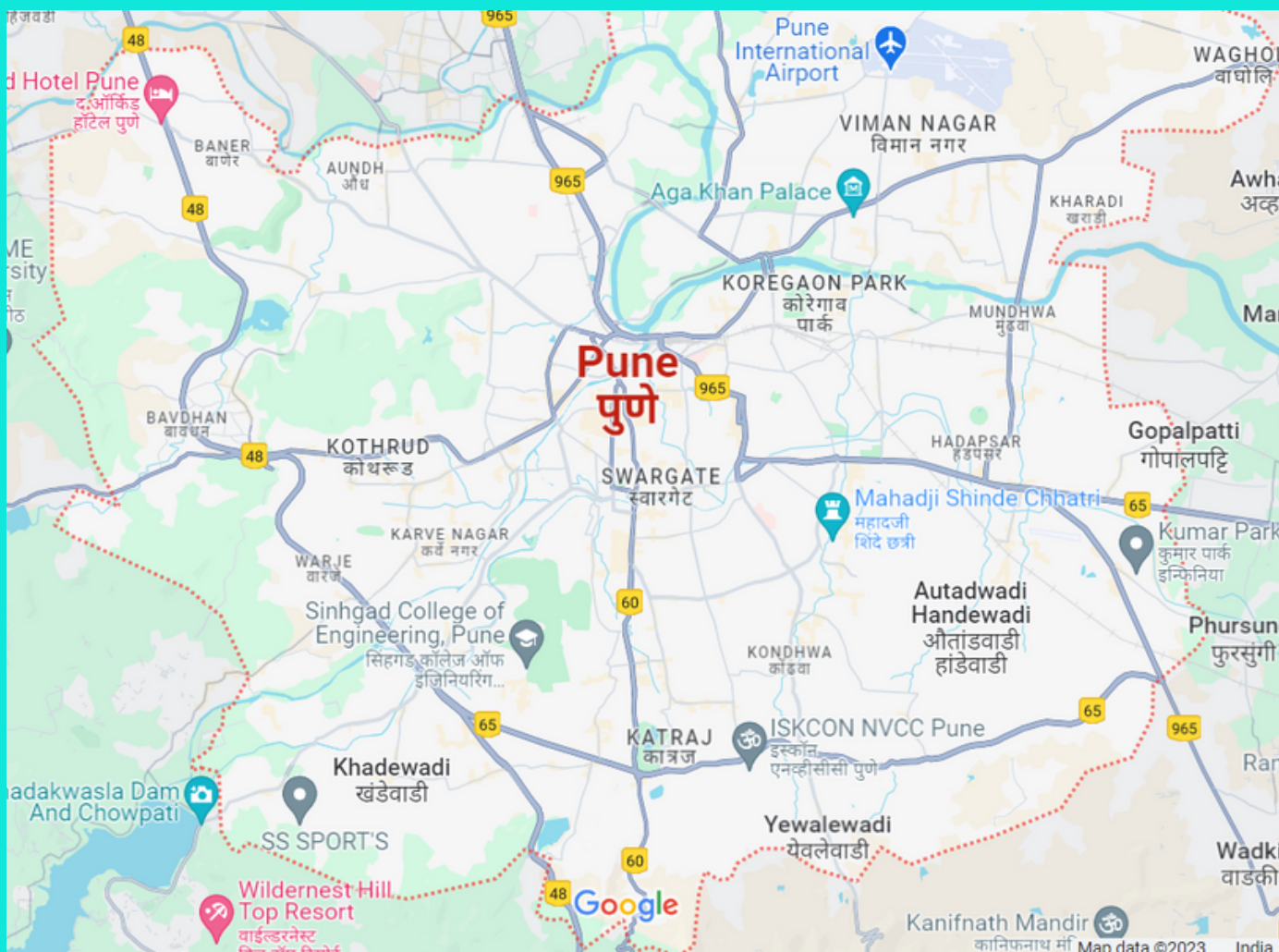
Key Highlights of the Internal Training by Training Cell of DSS

- **FLN (Foundational Literacy and Numeracy) Training** conducted under Nipun Bharat Abhiyan for Mumbai Suburban, Thane, Raigad & Pune district 2500 teachers.
- **Curriculum and Learning Material Design and Planning:**
 - Prepared & distributed 6750 worksheet for 750 children of Balwadi senior group.
 - Prepared and distributed 117 Marathi & 243 Hindi progress cards to 360 children of 10 BMC Balwadi group.
 - Daily class planning given to FLN & Balwadi teachers for 8 months.
- **Class Observations:** Successfully completed Class Observations based on which inputs were given to the teachers to make improvements in their teaching methodology.
- **Teacher Training In 2022-23:** This academic year our in-house training cells have been able to conduct 79 days training for all the field level 115 Teachers. The primary objective of the training cell this year was to enhance teachers' capacity on delivering foundational literacy and numeracy building initiative effective at both the levels community and municipal schools.
- **Topics of Teacher Training included the following:**
 - Making of Teaching and Learning Material
 - Conducting Games for Language Revision
 - Library Set up in Study Classes
 - Guidance on how to mark Matras

- Training on Mathematics under FLN
 - Orientation on Teacher's Assessment
 - Conducting Science Experiments
 - Women's Day Celebration for Teachers
- **Teacher's Post Training Feedback:** 97% of teachers gave feedback that the trainings conducted by the training cell were well delivered and 76% of them felt that the topics covered were relevant
- **Attendance of Teachers for Trainings:** 76% of the teachers attended 11-16 days of training, while 16% attended 1-5 days of training. 8% of teachers attended 6-10 days of training.
- **Teacher Assessment Conducted:**
 - Assessment of teachers under School Partnership Programme (SPP): As per the teacher's assessment for Non-Formal Classes 71% teachers were at 'Excellent' Category and 12% were at 'Good' Category, while 3% were at 'Need to Improve' category.
 - Assessment of teachers conducting non-formal education classes and Study Class: The teacher's assessment revealed that 55% of teachers were at 'Excellent' level while 30% were at 'Good' level and 5% at 'Need to Improve' Category.
- **Balwadi Curriculum for aligned with FLN objectives and framework:** Foundational Literacy and Numeracy enumerated in the National Education Policy 2020 has laid down clear objectives, methodology and framework for the age of group 3 to 6 for ensuring that each child is FLN ready by the age of 6. In this context, the training cell aligned the Balwadi curriculum with FLN Framework and conducted training and assessment of teachers for implementing the same. As per the formative assessment, more than 86% of teachers received 'Good' grade while 6% teachers were in 'Need to Improve' Category. 1% of teachers were in 'Excellent' Category. Based on this assessment further follow up training was designed for the teachers.
- **Team Building Activity for Teachers:** On the occasion of International Women's Day, 146 teachers from the School Partnership Project, Community Project and School on Wheels were invited for Team building retreat at Kanheri Caves, Sanjay Gandhi National Park – Borivali. The retreat gave an opportunity for the teachers to come together and bond with each other.

Our Major Project Partners for Mumbai 2022-23

Grant	Donation	Donation in kind
Best Alternative Advisory - Services LLP/ Apex Foundation BPEA Child Action - Sharma Foundation Children Hope INC Cyrus Investments Pvt. Ltd. First Abu Dhabi Bank (FAB) Hemraj Goyal Foundation International Asset Reconstruction Company (P) Ltd. (IARC) Kalpataru Limited Kalpataru Plaza Pvt Limited Mumbai Municipal Corporation Navneet Foundation Neo Pharma Private Ltd Northern Arc Parker Hannifin India Pvt. Ltd Schueco India Private Limited Social Initiative - CARNIGIE Social Initiative - EQT Sterling Investment Corporation Pvt. Ltd TIAA United Way of Mumbai – Deloitte Visible Alpha Solutions India Pvt. Ltd.	Ambuja Anuja Khemka Chinmay Kulkarni Danamojo Don Bosco Development Society Freny Daruwala Gaurav Suresh Sheth Hirdwani Trust International Assets Reconstruction Jeevanjee Tasneem Jumana A Kadiani Ashfaq Taher Kadiani Tanzeel K. Mirae Asset Foundation Manish & Shaila Sangani Mayur Ankolikar Mr.Mohan S. Joshi Municipal Corporation Parker Hannifin Pritesh Mashru Rajan Ambokar Ratna Nidhi Charitable Trust Rohan Dsouza Sadguru Kamubaba Foundation Shaila and Manish Somani Parivar Swati Kudalkar TIAA GBS INDIA Ulhas Joglekar United Way of Mumbai Urmilaben Mashru	Saurashtra Trust Navneet Foundation Aira Agarwal Riyana Nahar Amibika Nehru R R Sheth Pali Hill School Bandra Hiteshi Gorsia Pankaj Sheth
<u>Volunteers</u>		
Abhishek - Reliance Foundation 10 Volunteers Arrisa Roy Aryan Tyagi Bhawan's College 24 Students Carlton Pereira And Mala - Samah Skilling Program Hill Spring International School Jai Hindi College 15 Students Jash Vora Ketaki -Navneet Foundation Krish Singh Mahika Manas Kumar Ms. Minakshi Muskan Nirmala Niketan College Of Social Work 25	Students Ozone Ravi Iyer - Reliance Foundation - 7 Volunteers Reliance Foundation 10 Volunteers Sayan Bhattacharjee Shiva Shivani Chanana Smita Warghade Sohil Durani St. Zavier's College Hostel Mumbai The Purple Ribon TIAA Volunteers Vibhavary - Bed College 25 Students Visible Alpha -35 Volunteers Yashika Saraf - Reliance Foundation 6 Volunteers Zaidali Shaikh	



DOOR STEP SCHOOL PUNE

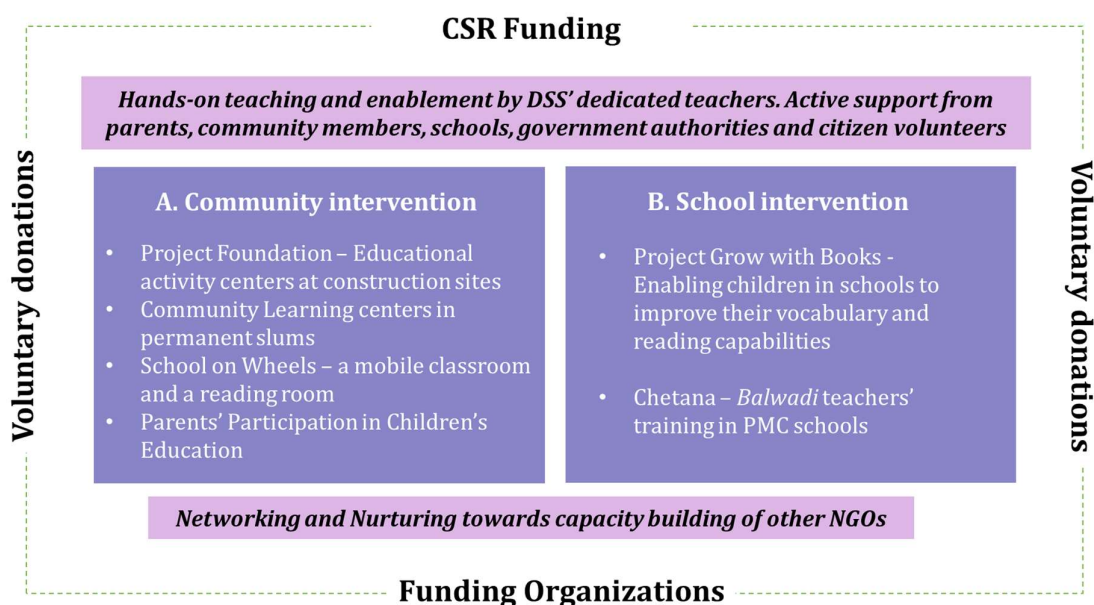
During the year 2022-2023, efforts of DSS Pune positively impacted the lives of 76,809 children between the ages of 6 months and 14 years from across 700+ communities and 144 schools. DSS Pune offered a comprehensive range of programs in communities and schools tailored to different age groups

Programmes of Door Step School , Pune



The reopening of schools post-pandemic has brought some relief, but the impact of the pandemic on education among underprivileged children is still visible. The pandemic has widened the education gap and increased inequality in access to education.

Started more than 32 years ago, DSS programs stand more relevant in the post pandemic scenario. The programs provide a blend of community and school level interventions to bring the best of education and learning to children. Moreover, DSS also works with parents, teachers, and local communities to create a conducive environment for learning. Its well-trained staff of 500+ employees and 400+ volunteers work together to ensure the success of these programs. The organization's work is greatly enabled by CSR funding and donations.




Outreach summary


76,809 unique children benefitted from different interventions

Type of intervention	Number of sites / schools	Number of children	Number of parents worked with
Community	730	31965	6418
Schools	144	44373	8077
Networking and Nurturing	10 NGOs	471	NA
TOTAL REACH		76809	14495

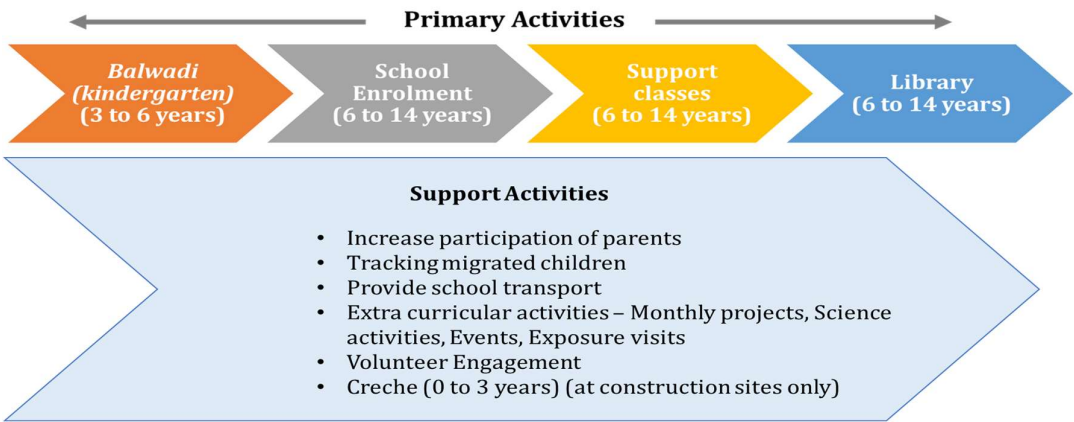
In Focus : Community Intervention Programs

730 sites, 31,965 children, 6418 parents reached





The primary objective of DSS 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.



Primary and Support Activities for ensuring continued learning of children

Primary Activities

1. **Balwadi (Kindergarten):** School readiness program for children in the age group of 3 to 6 years to prepare them for formal schooling.

Our Balwadis in communities benefitted 3348 children throughout the year.

Balwadi Activities focus on:

- Developing social and emotional skills like sharing, following instructions, performing in a formal environment and communication
- Developing cognitive and language skills through introduction to sounds, letters, words, basic concepts etc.
- Encouraging creativity by providing opportunity free play and experimenting with different material to express themselves
- Promoting gross & fine motor skills



Kindergartners engrossed in an activity

math
of

2. School Enrolment: 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 till 14 years of age. Children can be enrolled in government schools throughout the year in age-appropriate classes, wherever they migrate, ensuring continued education. Any child who comes to DSS must be enrolled in government school within 4 - 6 weeks of his / her coming to DSS.

Facilitated school enrolment of 861 children in mainstream schools who otherwise would have no access to education



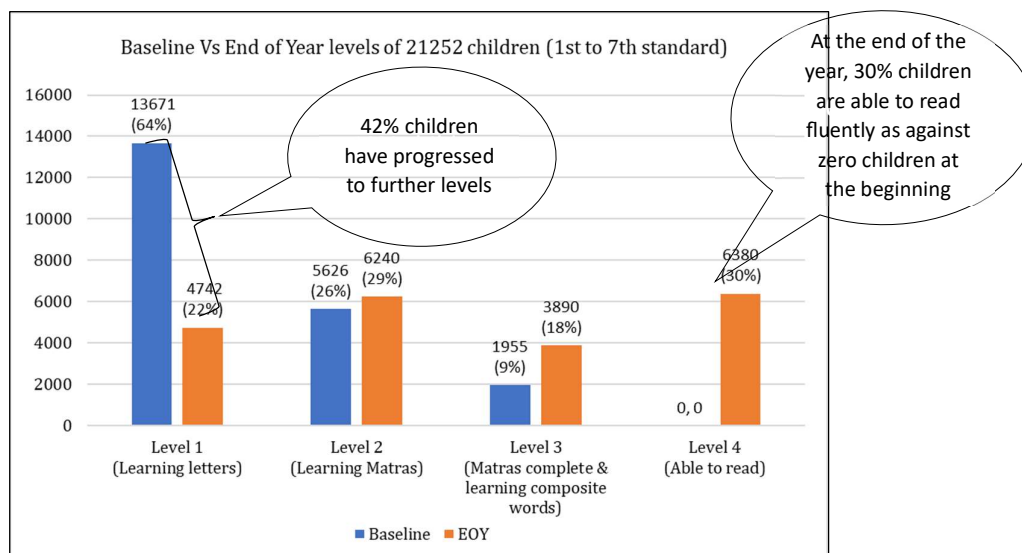
Study class in progress in one of the communities

Study / Literacy classes have enabled 21,252 children to continue learning.

Study / Literacy Class: These classes cater to children between the ages of 6 to 14 years. They serve as a support system for those who are already enrolled in school as well as a platform to impart foundational literacy and numeracy (FLN) skills for those who are yet to be enrolled. These classes play an important role to bring children to age-appropriate learning levels and help them in their academics. These classes are the main focus across projects, particularly Project Phoenix.

Following graph outlines the baseline Vs end of year progress of 21252 children who were part of our Study / Literacy classes.

Parents and children with school authorities during school enrolment



- The primary goal of DSS is to facilitate children's ability to read fluently; allowing them to engage in lifelong learning. The above graph illustrates the progress made in this regard.
- Level 1: Initially, majority of the children specifically 64% were at level 1, indicating that they were in the process of learning basic letters. It is important to note that all of these children are between 1st and 7th standards, with the expectation that children from 2nd standard onwards should already have acquired reading skills. With DSS intervention 42% children have progressed to subsequent levels.
- Level 2 & Level 3: Children progressed as expected.
- Level 4: Initially none of the children were able to read fluently. However after the intervention, by the end of the year, 30% of the children achieved Level 4, indicating their ability to read fluently
- The remaining 70% 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.

3. **Reference Class:** The activity is aimed at children between the ages of 10 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.

Reference classes in communities have benefitted 1075 children

5. Library: DSS believes 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 Centres can read books at the Centre 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 Centre due to distance or time constraints. We also conduct story telling, writing, drawing and other activities to assess children's understanding and enhance their creativity.



Children selecting books during a home lending activity

Library activities in communities have benefitted 3708 children

Special Mentions

"I hear and I forget. I see and I remember. I do and I understand" - Confucius

We are thrilled to recognize Rudra, a remarkable seventh-grade student who joined our School on Wheels program in July last year. A regular attendee in school and DSS classes, his dedication inspires us all. Rudra's curiosity to learn new things is evident from his consistent participation in our monthly project and Science activities, which he finds particularly interesting. His thirst for knowledge could not be contained by the activities conducted in our class alone and he started exploring the online world to learn new experiments. He also ventured to identify and collect the material from a scrap shop near his home to create different objects like a battery-powered car and fan. He proudly demonstrates these experiments in front of other children.

His enthusiasm has sparked the curiosity of his fellow students, creating a more positive and engaging learning environment for all. We are proud of Rudra's dedication and enthusiasm for learning. His story is a testament to the power of curiosity and the importance of fostering a love for learning, and we are glad that our program has helped foster his love for science.



Rudra with his fan

Support Activities

Extra-curricular activities are essential for a child's overall development, providing 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 children's education.

Sr. No.	Activity	Activity description	Outcome/s
1	Creche	<ul style="list-style-type: none"> Day care facility for children from 3 months to 3 years only at construction site Centres 	<ul style="list-style-type: none"> Safe and secure nurturing environment for young children 1637 children (3 months to 3 years) benefitted from this activity Increase in number of older children attending school and being able to continue their studies
2	Tracking of children post migration	<ul style="list-style-type: none"> Connected to parents through phone calls Engaged with children through online classes till they were enrolled in school in the new location 	<ul style="list-style-type: none"> 2876 children migrated 2582 children (90%) are tracked; out of these 2291 children (91%) are enrolled in school in the new location; 117 are not enrolled and 104 children from SOW communities have confirmed that they will come back 83 migrated children under construction site program are continuing their education through online sessions Online teaching helped to continue learning of children which otherwise gets disrupted due to migration 294 children (10%) are not tracked due to reasons like unavailability or change of phone numbers, no contact number etc.
3	Increasing Parent Participation (Extensive intervention with parents from seasonal migrant communities is covered in detail under Parents Participation Project in Sec. 5.A.3.3)	<ul style="list-style-type: none"> Monthly meetings are conducted with parents either in groups or one to one. The meetings focus on creating awareness among parents about the work done by DSS, importance of education, school enrolment, their children's learning levels and how they can provide them the education with available resources 	<ul style="list-style-type: none"> Worked with 6418 parents Regular calls and meetings helped to develop a connect with 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 leading to efforts taken to continue their education - <ul style="list-style-type: none"> (i) Parents of around 350 children from migrant communities have rented places so that children can continue their schooling (ii) Parents arranged transport for 159 children (iii) 81 children are pursuing higher education
4	School Transport	<ul style="list-style-type: none"> Providing school transport ensures children's regular attendance in school An escort is also present to accompany children 	<ul style="list-style-type: none"> 377 children benefitted from the transport provided by DSS
5	Monthly Projects	<ul style="list-style-type: none"> Aim to facilitate learning on various topics through project method Monthly topics are pre-decided. For e.g., fruits, flowers, community helpers etc. Tasks, activities, worksheets and videos related to projects are shown to children Discussions are conducted on these topics and field visits are also arranged wherever possible 	<ul style="list-style-type: none"> Around 6000 children benefitted from the activity These activities helped children to improve vocabulary, gave exposure to new topics, articulate thoughts, express in different ways- written 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
6	Science activity	<ul style="list-style-type: none"> Aims to give hands on experience to children through conducting different experiments Science kits are donated by Mrs. Malti Kelkar of Quest – a Math and Science laboratory 	<ul style="list-style-type: none"> 6040 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

		<ul style="list-style-type: none"> DSS teachers are trained by Quest and the team also supervises sessions with children 	<ul style="list-style-type: none"> These activities have improved children's academic performance and participation in the class
7	Events	<ul style="list-style-type: none"> Different national and international days and festivals were celebrated with children through online activities Various competitions were also conducted among children – essay writing, storytelling, reading etc. 	<ul style="list-style-type: none"> Over 7000 children benefitted from these events Children came to know the importance of days / festivals / people, why a certain thing is followed etc. Activities conducted by volunteers gave children an opportunity to connect with the outside world

Note: Same children are part of the Monthly projects, Science activities and events.

Glimpses of Support Activities



Creche facility at construction site centre



Monthly project activity



School Transport



Science exhibition



Children and team during one of the events at a site



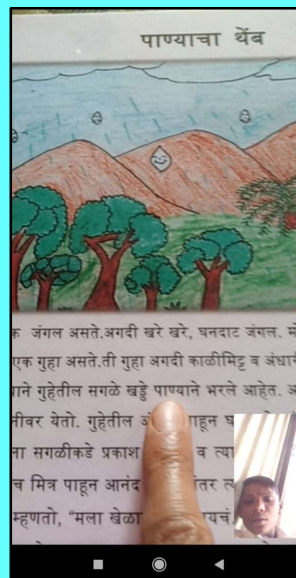
Computer session at one of the Learning centres



Gardening as part of extra-curricular

Online intervention for migrated children

The practice of keeping track of migrated children for three months post migration till the child is admitted to school at the new location has traditionally been used in DSS to ensure that these children continue to receive mainstream education. However, this year we went a step ahead and added two action items to our tracking. First to track these children for as long as possible and secondly, to provide online classes to them. While it is important to monitor and interact with children and their parents after migration, it has been observed that doing so only for a few months may not reveal the true picture. Therefore, consistent monitoring and frequent interaction by DSS staff with the children, their parents, and new school authorities at

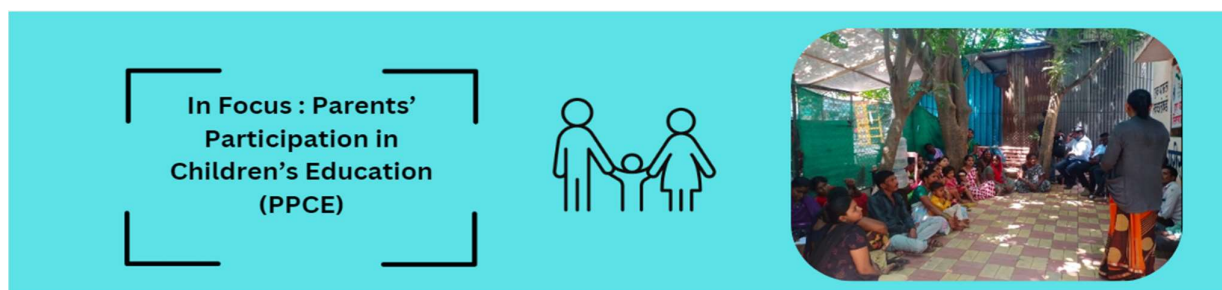


Online class in progress

their new location was seen as the best approach to ensure that the children continue their studies after migration. The second initiative emphasizes the need for continuity and ensures that the core 120 days program is delivered effectively to non-school going and school-enrolled children even after they have migrated, till they attain the expected reading level. **83 children have benefitted from this activity.**

GST - Great Socialist Team - Building a responsible community

Youth groups have been part of our Community learning Centres (CLC) which have always provided children with a safe & quiet place conducive for learning. Hence even though children graduate from our Literacy programs they continue to remain involved with the CLCs for the benefit of the children and their community at large. Started in 2018, this youth group of 20 young adults renamed themselves The Great Socialist Team. The group became increasingly active as they recognised the challenges faced by younger students due to school closures. They took on the role of teaching and assisting younger children with their studies, organising rallies, fun activities and home visits to promote the importance of education and encourage regular school attendance. Additionally, 16 members of the group are employed in various fields such as banking, medicine sales, housekeeping, tutoring, NDA trainer to support their own education.



Parents' Participation in Children's Education is a three-year program which aims to prepare parents from disadvantaged migrant communities for their children's continued education. The project operates in areas with a high density of migrant labour population and a large number of out-of-school children. Since its pilot in 2013, PPCE has demonstrated positive results through regular interventions. As a result, the program has been replicated in eight new clusters in Pune Municipal Corporation (PMC), Pimpri Chinchwad Municipal Corporation (PCMC) and outer areas. This is the second year of PPCE in Moshi, Balaji Nagar areas and first year in Undri-Pisoli areas; both in PCMC.

Objectives:

- To create awareness among parents, teachers and community members about the principles and provisions of Right to Education Act.
- To engage parents in the enrolment procedure and handhold them so that they shoulder the responsibility of schooling of their children.
- To motivate parents to continue their children's education irrespective of challenges.
- Prevention of child labour by enrolment of children from vulnerable groups at the right age.

Activities and Outcomes

Although the program focusses on working with parents, it adapted to the challenges of the pandemic by incorporating teaching sessions for children. We have continued with this as the school closure during pandemic has led to huge learning losses for children.

This year we also took a new initiative to train parents to teach their children at home and help improve their learning outcomes. Parents of 102 children are teaching them at home, out of these 35 children have reached expected reading level.

1. Survey: Survey is conducted to identify extremely migrant communities with out of school children, understand the schooling status, parent's attitude towards education and plan the scope of intervention.

Total number of sites surveyed	388
No. of sites with children (6 to 14 years)	113
No. of children (6 to 14 years)	755
No. of children attending school	421
No. of children not attending school	110
No. of children migrated before enrolment	224
No. of parents	817

2. Parents meetings: Interaction and communication with parents forms the foundation of PPCE. One to one and group meetings are conducted at all locations depending on the availability of parents. The meetings focus on creating awareness among parents and community members on the Right to Education Act - its provisions,

importance of education, school enrolment process and regular attendance of children. These meetings also work as a platform to understand the challenges of parents and develop a rapport with them which in turn helps to influence them positively towards their children's education.

91 parents meetings were conducted across project locations and were attended by 950 parents.

3. Parent Assessment: The scope of intervention under PPCE is based on the assessment of parents which is done at different intervals throughout the year. Parents are then classified as Motivated, Neutral or Opposing depending on their responses to various pre-defined indicators. For example – A year 1 parent is said to be motivated if he is ready to enroll his child in school. But a Year 2 parent is said to be Motivated if he independently completes the enrolment process. While a Year 3 parent is said to be Motivated when he not only enrolls his child but also provides necessary support like providing educational material, transport to ensure regular attendance and continued schooling of this child. Similarly, a 1st year motivated parent could go into neutral category in Year 3 if he is not able to fulfil the responsibilities.

We worked with 140 parents in their first year and 677 parents in their second year of PPCE. Their year wise observations are as follows:

Year 1 parents: Out of the 140 parents, 90% parents showed inclination towards their children's education, However, only 53% of them enrolled their children in schools, meaning they took some action on their intention to educate their children. Remaining 13 parents were not interested in the educating their children.

Year 2 parents: Out of the 677 parents in their year 2 of PPCE, 451 parents continued with us while remaining 63 parents migrated. We assessed the 451 continued parents on pre-defined indicators and identified 86% parents as Motivated towards their children's education.

- Parents of 73 children enrolled them into schools on their own without any assistance from DSS.
- Parents of 150 children bought required educational material
- 105 parents have made arrangements for their children's school transport and are spending ₹ 500-1000 per month.
- 106 parents are sending their children to private tuitions to continue their learning.
- 148 parents visited their children's school 5 or more times to understand the documentation as well as children's learning progress.
- 171/246 migrated children go to school at new location. Parents of 94 children have completed the school transfer process successfully.
- They also helped other parents in the community for enrolment of their children

Some observations:

- Parents from a community mentioned that the class has positive impact on their children's behaviour – they don't waste time in fighting anymore and the usage of bad/abusive words has significantly reduced.
- We observed that the parents at construction sites had not enrolled their children into schools and they feared schools will turn them away for lack of documents. Hence, there is a serious need to work with them to increase their awareness and confidence as well as Right to Education Act.
- Even if the children are already enrolled into schools, they lag in their studies as their fundamental literacy and numeracy skills are weak. Hence, there is need to work with them to develop FLN skills.
- The parents from permanent settlements are not very active and focused towards their children's education and don't pay attention to the children's attendance and learning, even though they have enrolled their children. We plan to work with them to increase their awareness and ownership in their children's education in structured way.

4. Stakeholder participation: Preparing parents is the first and most important step in a child's educational journey. However, as we all know that it takes a village to raise a child. Hence preparing community members, students, schools and citizen volunteers also plays an important role.

4.1 Shikshan Mitras – This is our initiative to prepare motivated community members so that they can guide parents on RTE and handhold them through school enrolment and migration processes. We offer them training on how to interact with parents and school authorities, conduct meetings, Right to Education Act etc. 17 *Shikshan Mitra* are active and work towards increasing awareness in their community. 15 *Shikshan Mitra* have enrolled 42 children into schools. 5 *Shikshan Mitra* have conducted parent meeting at their location as well as at other locations.

4.2. Maitrin Gat – The proverb “If you educate a man, you educate an individual. But if you educate a woman, you educate a nation” forms the basis of creating these mothers’ groups to empower them to educate their children. 20 members in the Maitrin Gat are actively involved in improving the children’s learning outcomes

4.3. Schools- Schools provide children with the environment to learn. From our experience, however, it is observed that even today there is a need to sensitize schools on the challenges of education of migrant children and increase acceptance towards them. Positive changes have been observed in certain schools. Teachers call parents for children’s attendance and migration details. The schools share the attendance of the children with us and inform and appreciate the children’s learning process. Some schools are still not cooperative which leads to delays in enrolment.

5. Foundational Literacy and Numeracy classes: To enable children to read fluently and perform basic arithmetic operations and bring them at par to age-appropriate expected learning levels so that they can continue their education. 25 classes were conducted benefitting 580 students.

6. Follow up of migrated children: This ensures that children continue education even after migration. If required, PPCE team also reaches out to the schools in new locations and facilitates the school leaving process from last school so that children can be enrolled in the new school.

No. of children migrated	267
No. of children tracked	254
No. of children attending school	195

95% children have been tracked; out of which 77% children are attending school in the new location

14 years since the Right to Education (RTE) Act was passed with the objective to provide free and compulsory education to all children, no matter what background they come from. But even today we are still creating awareness about the act and its provisions among parents and schools and sensitise the latter towards the challenges in the education of marginalised children.

We met Mr Keshav Kamble during one of our surveys in the project area. His children were initially enrolled in a nearby private school. But due to financial constraints, he could not continue paying the fees, which led to the children dropping out of school for two years. When he requested a school leaving certificate from the private school, they refused to provide it as fees were unpaid. Surprised by this, we decided to look into it further. However, Keshav and other parents were too intimidated to accompany us to the school. Despite this, we persisted and spoke with the headmaster to request the school leaving certificate on behalf of Keshav’s children. We also planned to enrol the children in a nearby corporation school in accordance with RTE.

This incident clearly highlights the need for greater awareness and sensitivity among schools towards the issues faced by underprivileged and migrant communities. to improve their cooperation and ensure that all children have access to education, regardless of their socio-economic background

Glimpses from the field



Survey in one of the communities



Parents meeting in progress



Children discussing the monthly project on animals



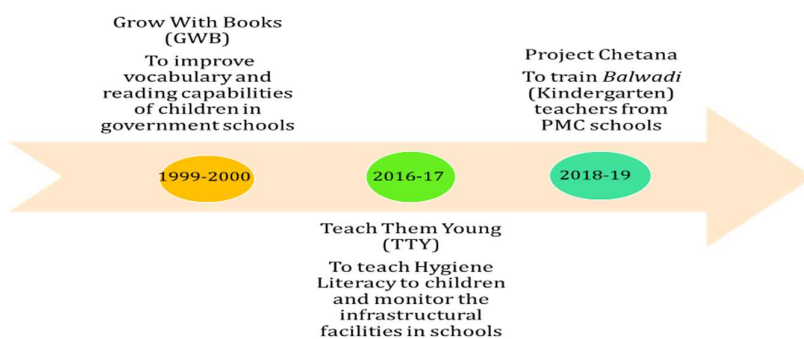
Home Lending activity

School Intervention Program in Pune

Impact Achieved for **144 schools, 44,373 children and 8077 parents**



Our association with government schools goes back to 1999 when we started our reading classes in 10 schools. While running our libraries in communities, we observed that only those children who could read well came forward to take books. Additionally, there was a significant disparity in the number of boys and girls borrowing books, with girls borrowing considerably less. The lack of reading skills among children even after attending school was also observed during our study classes. One major cause of this deficiency was the lack of access to reading material other than the text books. Based on this, DSS introduced reading classes to provide children with the necessary opportunity to improve their reading skills. Since then, the program has expanded from 10 schools to 240 schools (pre-pandemic) and currently 116 schools.



Over the years, we identified additional needs such as poor sanitation, lack of cleanliness and improper eating habits among children leading to food wastage during the mid day meal activity. This led to the program Teach Them Young in 2016.

School Intervention Program Timeline

Having developed a good understanding of our work and the positive impact it created; we were presented with another opportunity to collaborate with government schools. This involved training PMC *Balwadi* teachers in SCERT's 'Aakar' curriculum using DSS methodology. This gave way to Project Chetana (with 3 other NGOs) in 2018.

School Intervention Programs Outreach Summary

Project Grow with Books (PGWB)

NOTE: Teach Them Young project was conducted in 30 schools benefitting 8967 children who are covered under Project Grow with Books. Hence these numbers are not mentioned in the above table

Pioneered by DSS in 1999, PGWB is implemented in Municipal and Zilla Parishad schools. The children come mainly from low-income communities and enrolling them in school is just the first step. They need guidance and support to continue their education. PGWB caters to children from 1st to 7th standards through different activities. Post pandemic, we introduced bridge classes for children from 2nd to 7th standards to address the loss of learning caused due to the schools being closed.

The program benefitted a total of 41863 children from first to seventh standard.

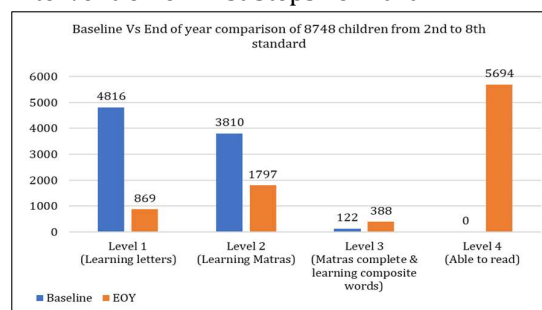
At the beginning of the academic year 'Fun Activities' are conducted in the 1st week after reopening of schools with 5379 students from 1st and 2nd standards. It helps the children to settle down, start school in a fun way and develop bonding with the **Book Fairy** who is our classroom functionary.

1. First Steps Forward (FSF): Our past experience and data shows that when 1st standard children are promoted to 2nd standard, only 7-8% of them are able to read properly. This lag in the foundation year if not addressed in time, gets carried over and increases as the years progress. Hence, FSF was introduced in 2011 with the objective to enable 85% of the students to read their standard appropriate level provided they have more than 80% attendance. Daily sessions of 45 minutes are conducted during regular school hours. The children are grouped according to their reading levels. Extensive use of teaching aids is made to give ample practice of the alphabets, word etc. Song and storytelling are also a part of this session.

*FSF has benefitted 6954 children from 1st standard from 116 schools.
Out of these 65% children achieved expected reading level by the end of the year as against only 0.2% at the beginning.*

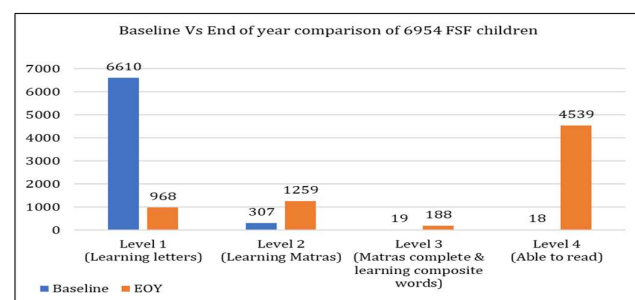
Project	No. of Schools	No. of children reached	No. of parents worked with
Grow with Books	116	41863	6865
Chetana	28	2510	1212
Total	144	44373	8077

Below graph outlines the comparison of number of children at different levels before and after intervention of First Steps Forward



It is important to note that all these children are between 1st and 8th standards, with the expectation that children from 2nd standard onwards should already have acquired reading skills. However, there was not a single child who was able to read fluently. 55% children i.e. majority were able to identify basic alphabet while 43% children were learning matras. **DSS intervention has enabled 65% children to be able to read fluently by the end of the year.**

Reading Class has benefitted 16264 children from 2nd to 4th standards from 116 schools.



Adjoining graph gives the comparison of number of students at each level before and after intervention:

- Number of children at Level 1 have reduced by 81%. This means that these 81% children have progressed to further levels 2, 3 & 4
- Number of children who are able to read has increased to 65% by the end of year which was only 0.2% at the beginning

2. Reading Class: These are once a week 90-minute sessions with children from 2nd to 4th standards; one session per week per class. It consists of supervised reading, read aloud, vocabulary games, songs, story telling 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.

3. Home Lending: This is a library activity conducted once a week for children from 1st to 7th grade.

Home Lending was conducted with 40780 students from 1st to 8th standards. Out of these 39301 children availed this facility.



Reading class in progress



A student selecting a book during library activity

4. Bridge Classes: This year we decided to conduct bridge classes with children from 2nd to 8th standards to address the gaps in learning due to the school closure during the pandemic and the fact that as per Right to Education Act children are enrolled to age-appropriate standards. Many of the students attended school for the first time while others were drop outs who were re-enrolled; all these children need additional support to bring them at par to the age-appropriate expected learning levels. These classes are conducted everyday for 35 minutes and focus on developing the foundational literacy and

8748 children from 2nd to 8th standards benefitted from the bridge classes..

numeracy skills of children.

Below graph outlines the progress of 8748 children at each level at the beginning and end of the year.

5. Stakeholder Participation: After school, parents, siblings and surrounding community play an important role in the education of children. Regular meetings are conducted with Parents to explain how our sessions work. Sometime we even show them an actual session. Parents are provided with alphabet charts and shown how to use them to help their child. The Book Fairy regularly communicates with the parents regarding their child's progress and guides them on how they can participate in their child's learning.

In situations where parents are not available for meetings the Book Fairy conducts home visits to establish communication with them. During these visits the Book Fairy discusses the learning levels of the children, importance of regular attendance and the support needed by children in their learning. These visits help in identifying prospective drop outs due to low learning levels, disinterest of parents or children losing interest in school.

Older siblings in the same school are also included in their younger sibling's learning. These parent-child or sibling pairs are constantly motivated by the book fairy and the best pair is rewarded with a small

token at the end of the year. 78% children of the Parent Pair, 74% children of the Sibling Pair and 68% children of the Buddy Pair have reached expected levels.

Balgat: Empowering children with knowledge about their rights and responsibilities is crucial. Through our collaboration with 30 school groups in PCMC and Hadapsar this year, we successfully engaged 297 children. They gained valuable skills such as self-introduction, teamwork, and a deeper understanding of child rights, enabling them to tackle challenges effectively.



Home visit



Parent meeting in school



Parent-child pair



Sibling pair



Buddy pair

Support Activities: These activities aim to spark creativity in children and keep them engaged throughout the year.

Sr. No.	Activity	Description	Outcome/s
1	Colouring	<ul style="list-style-type: none"> 1st standard children are given a colouring book to keep with them throughout the year. One colouring activity is conducted every month. For standards 2nd to 4th this activity is conducted once in a year. 	<ul style="list-style-type: none"> 13247 benefitted from the activity
2	Storytelling competition	<ul style="list-style-type: none"> For children from 1st to 7th standards Children have to tell a story from the one that they have read or heard or they can also make up one Three winners are selected from each class based on clarity of speech, expression, voice modulation, etc. 	<ul style="list-style-type: none"> 20283 children participated in the activity 2730 children were declared winners Increased confidence in public speaking Increased creativity through making own stories
3	Reading competition	<ul style="list-style-type: none"> Children are given age-appropriate reading level books to choose from Children then read a few passages and are assessed on clarity in delivery, pronunciation etc Three winners are selected from each class 	<ul style="list-style-type: none"> 12374 children participated in the activity 1783 children were declared winners Increased motivation of children to learn to read fluently so that they can participate
4	Essay writing competition	<ul style="list-style-type: none"> For children from 5th to 7th standards Children are given a particular topic during the activity and asked to write essays 	<ul style="list-style-type: none"> 8671 children participated in the activity 972 children were declared winners

Testimonial from a Book Fairy

"I joined Door Step School as a book fairy in 2014; eager to learn and teach young children despite having no prior experience. With the help of the training imparted during induction and the guidance of my seniors, I was able to develop my skills and become a skilled teacher. However, the COVID pandemic presented an unprecedented challenge, as we were no longer able to teach children in person. Despite this setback, we found a way to adapt and continue our work by providing online teaching through the use of smartphones. This experience not only taught me the value of technology but also expanded my knowledge of digital tools such as MS Word, MS Excel and Google Drive which I now use to manage and track learning levels of children.

When I started working here, I used to travel to different locations via local transport, which often led to delays and wasted time. To overcome this, I decided to learn to ride a two-wheeler, which not only made me independent but also allowed me to be more efficient in my work. Through my work at DSS, I have become more aware of the world around me and have been able to pass on these lessons to my own family. The experience has not only increased my confidence but also helped me to become a better person overall. I am grateful for the opportunities that this work has provided me and look forward to continuing to make a positive impact in the lives of young children." – Mrs Savita Ganesh Darwatkar, Book Fairy

Annual Book fair

A book fair for children was organized in several schools in the Pimpri-Chinchwad Municipal Corporation with the objective of giving exposure to children to the variety of reading material that is available. The fair included creative works, language, mathematics, science experiment stalls, and other exhibits. The fair also featured a paper show, and students in grades 5 to 7 participated in math and science experiment stalls. A stall displaying newspapers in various languages was also set up. The children were excited to see the puppet show, as well as the live demonstrations of science experiments and creative works. It was a new and great experience for them, which made the book fair very enjoyable for all.

2519 children participated in different activities, 91 teachers and 461 parents visited the book fair.



Children enjoying books in the fair

Project Chetana

Project Chetana, a school intervention project for pre-schools, launched in the year 2018-19. The program is run in collaboration with three other NGOs namely, Swadhar-IDWC, Snehdeep Janakalyan Foundation, Identity Foundation and demanded by PMC education department (Primary section). This initiative aims at strengthening the PMC pre-school education system through intervention in PMC schools and handholding support while PMC shoulders the responsibility of continuation. It is based on the "Aakar curriculum" developed by the State Council of Educational Research & Training (SCERT), Maharashtra.

Objectives: To strengthen the PMC pre-school education system by imparting training to the teachers on the "Aakar curriculum" designed by SCERT.

Activities and Outcomes: This was a challenging year for our school intervention programs as there was a delay in getting permission from the Education department to implement the programs in PMC schools. This year we continued our intervention with Integrated Child development Services (ICDS), private schools catering to low-income communities and children & parents from less resourced communities surrounding these schools with whom we worked during COVID

Sr. No.	Activity	Outcome/s
1	Shared educational material in the form of audio-video songs, poems, games, stories, easy to do activities etc. through WhatsApp groups so that teachers could share it forward to parents of children from respective PMC schools and ICDS	<ul style="list-style-type: none"> Educational material was shared with- <ul style="list-style-type: none"> ➤ 135 teachers from 115 PMC schools and ICDS Centres benefitting 2166 children ➤ 129 parents from communities benefitting 138 children Even though permissions were not received for in-person intervention, teachers and ICDS members with whom we worked during COVID requested us to continue our intervention through online mode. 7 new schools also connected with us through the references of existing PMC schools
2	Conducted survey of children (3 to 6 years) in communities surrounding the schools and school enrolment	<ul style="list-style-type: none"> Surveyed 788 children from 27 communities; out of which 100 children were not enrolled in any school Enrolled 94 children in schools; remaining 6 children migrated
3	Training teachers from low-income private schools in Chetana – Balwadi methodology	<ul style="list-style-type: none"> During the pandemic we had conducted an online training of teachers from these schools. As a follow up, this year we conducted on the job training, showing use of the teaching tools while conducting sessions with children 23 teachers from 8 schools benefitted from this training reaching out to 618 children Since we were working with these schools for the first time, as a part of this initiative we organised a fair inviting parents and children to create awareness of the importance of pre-school education for children.
4	In-person intervention with PMC schools	<ul style="list-style-type: none"> Finally, the permission was granted in the month of Dec 22 and we started work in schools We phased out of 11 schools as majority of the schools came under the 80-100% criteria on predefined indicators. We continued working with 9 schools Distributed Chetana kits in all schools in the presence of Admin and deputy admin officers of PMC Education department Worksheets were distributed to 1512 children from the 20 schools

Every year, schools host school readiness camps in June to familiarize parents and children with the upcoming school year. During these events, teachers typically showcase books, teaching materials, and tools that support the learning process of kindergarten students. This year, 13 schools requested to display our Project Chetana Balwadi tool kit, designed for kindergartners. Interestingly, one school discovered that the tools were also useful for the development and learning of other age groups. Consequently, the Chetana Balwadi tools were showcased at various stalls, depending on the desired learning outcomes. In another school, a teacher not only displayed the socio-emotional learning tools from the Chetana Balwadi kit but also asked for additional tools to be added to the subject with the help of our Balvikasini (Project Chetana teacher). Throughout these exhibitions, our supervisors and teachers played a crucial role in supporting the events.

Teach Them Young

Initiated in 2016, Teach Them Young aims to instill good hygiene and sanitation practices in children. The program, primarily carried out during mid-day meals, involves monitoring toilets, lodging complaints on the PMC portal, and follow-ups. This year, faced with permission challenges, we successfully conducted the TTY activity in 30 schools within PCMC and Hadapsar. The emphasis was on cultivating habits like orderly seating, mindful eating, and minimizing food wastage. A total of 8967 children reaped the benefits of this initiative.

Other Interventions - Networking and Nurturing

DSS, with its 30 years experience in early childhood education, developed a comprehensive reading framework enabling children to attain age appropriate reading skills in a time frame of 120 days. Building upon our expertise, we have expanded our initiative under project Networking and Nurturing to assist

The project benefitted 39 teachers and 471 children

other NGOs in adopting and implementing the DSS method and enable young learners towards lifelong literacy. The project encompasses teacher training, diligent monitoring and comprehensive assessment to ensure successful integration of the method. Since its inception in 2018, we have effectively replicated the project in various NGOs across Maharashtra and outside.

Objectives:

- Build the capacity of NGOs (management, supervisors, and teachers) on DSS pedagogy.
- Enable children to read and write and hence continue learning.

Activities and Outcomes:

In 2022-23, we worked with 4 child care institutes, 4 NGOs and 3 schools, training 35 teachers and benefitting 471 children.

Background of the groups:

- Child Care Institutes (CCIs): CCIs support children in conflict with the law or who have run away from home and lack parental/guardian care. While providing food, clothing and shelter, CCIs also strive to rehabilitate and integrate children in society. However, educational support is lacking resulting in academic setbacks.
- NGOs: Many NGOs work with children from different communities like daily wage labourers, Bhila community, sugarcane cutters etc., but with a different focus areas.
- Schools: These are government run and affordable private schools catering to low income communities.

Teachers' training:

- DSS conducted teachers' training at 9 organisations for 35 teachers benefitting 369 children.
- Training has been completed in 5 organisations and they are at the follow up stage.
- Training is continuing in the remaining 4 organisations.
- Teacher assessment is based on pre-decided indicators – class planning, teaching methodology and understanding of reading levels, use of teaching tools, communication with children, record management and reporting

Teaching children:

- DSS conducted classes at 3 NGOs with 102 children and all classes are continuing as of now

Learning Outcomes:

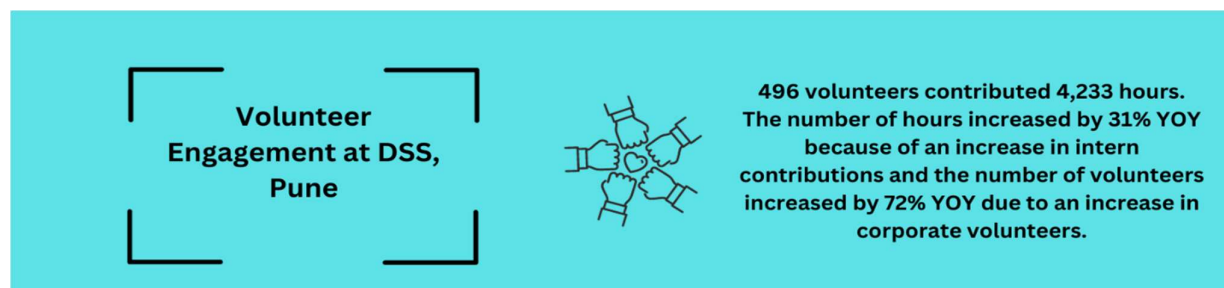
- Out of the total 471 children, 103 children (22%) children have reached the reading level as against 269 children (57%) who were not able to read all the basic alphabet also.

Transforming education through Networking and Nurturing

Snehgram is one of the NGOs with whom we collaborated for training their teachers to improve the foundational literacy skills of their children. The class at Snehgram initially faced interruptions as the existing teacher had a lot of other commitments. Then Ms. Surekha took on the role of teacher and things started changing. She swiftly embraced the DSSF teaching approach and wholeheartedly dedicated herself to her students. After completing our 8-week training, she took full control of the class. Understanding the learning levels of children became second nature to her. Soon she began teaching a second class in online mode for the same organisation. With proper training, teachers like Surekha tai can empower children to excel in achieving expected learning levels and make progress in their education.



Surekha teacher during one of the classes



Our volunteers are passionate about using their skills and expertise to help those in need. Whether they're working in our local office, providing remote support, or traveling to one of our project sites, they contribute to our mission and help us spread education for all. By serving as positive role models, their dedication inspires the children we serve.

We express our heartfelt gratitude to every volunteer, CSR partner and intern who form a crucial part of our organisation. Their regular engagement has brought immense joy to our students. Following are some highlights of their impactful contribution:

- **Teaching** school subjects like English, Math, Science, Social studies to support the students' school lessons.
 - Volunteers from our funding partners- Mr. Dhananjay Tokekar from Alfa Laval spends his weekends preparing our children to take the Government Scholarship Program in 5th and 8th standard. These children are from the CLC supported by Alfa Laval and volunteer engagement forms an important part of their support.
 - Mr. Prem Agrawal has been teaching maths to PPCE and PF students in remote locations around Pune. He brings multiple mobile phones and teaches students concepts using an app-based approach. The students have quickly learnt and appreciate the modern teaching methods.
 - From the USA, Prachi, Mandar, Rajesh, and Nivedita started taking online tuitions for our students across 3 locations every Saturday. Mandar, Prachi and Nivedita regularly teach Maths and English to four students respectively from 7th & 8th grades at three educational activity Centres. Rajesh oversees these activities. The classes are held for over an hour every Saturday evening using Google Meet.
 - Developing a scientific aptitude- Malti Kelkar, founder of Quest-a Math and Science lab and her colleague Medha Wadekar have been working with DSS children since 2006. The focus is to develop children's scientific aptitude and attitude through clearing concepts and giving them hands-on experience. This year, Quest has donated 50 science kits with the objective to take Science to each and every child. To facilitate this, they also train our teachers who have taken a keen interest to this.
- **Book covering and cutting teaching tools** is one more activity where we need lot of help throughout the year. BNY Mellon, Icertis, Tech Mahindra and Wipro have supported us in covering nearly 8000 books and cutting 500+ teaching tools
- **Engaging children in art and craft activities** enriches their learning experience, boosts their motivation, and facilitates the development of their socio-emotional skills. Several CSR volunteers, such as United Way, HP, Xoriant have conducted craft and art activities such as origami, drawing, and painting and puppet-making with the children.
- **Celebration of national and international days and festivals** connect children to the community at large. Children are made aware of the significance of these days and various related topics. We thank our volunteers from Icertis, KPMG, and Worley for conducting sessions on health & hygiene, importance of education, physical activities, Environment Day, Book Day, Tiger Day, Republic Day community helpers etc.

- **Interns at Door Step School** - This year, we had 20 college students who were engaged in teaching, making teaching aids, editing and creating content, curating our databases, making infographics and illustrations, storytelling with the kids, helping with the website, and data analysis. These students were from FLAME University, IIM Rohtak, Symbiosis Institute of Technology, Symbiosis School of Economics and Symbiosis School of Liberal Arts.
- **Translations** are a big requirement at DSS as we need multilingual policies, reports, and other content. Manali Oak, Sujata Pore, Gauri Joglekar, Dhanashree Ketkar and Mr Dilip Kale have been instrumental in making the translations seamless and easy to understand for all.
- **POSH Training** on the POSH (Prevention of Sexual Harassment) law and best policy practices was held by Brinda G Lashkari, an advocate working as a policy counsel with an organisation in Bangalore. This activity benefited 50 members of DSS
- **Decorating SOW classrooms** was done by iVolunteer. 40 volunteers helped paint 2 buses with flowers, vehicles, animals etc. creating a conducive environment for the kids to study in
- **Session on health** - Dr. Pratiksha Sonar-a Vibha volunteer has been associated with DSS since COVID-19 when she conducted sessions on health with our team members. This year, Dr Pratiksha conducted a session on women and child's health for our families at one of the construction sites.
- **Designing appeals and promotional material** for DSS has been supported largely by volunteers. Manasi Agarwal, Aarti Khare and Mahika Rishi have designed the cover pages for the annual report.



Alfa Laval scholarship class in session



Children and volunteers getting creative during an art activity

heartfelt gratitude to all volunteers who have selflessly dedicated their time and efforts to guide our children, bringing laughter to them and creating cherished memories that will resonate throughout their lives.

Volunteers from Corporates and Foundations

Alfa Laval	Michelin
Asha Silicon	<u>Netscout</u>
BNY Mellon	NTT Data
Forbes Marshall	SAS
HP	Tech Mahindra
Icertis Solutions Pvt Ltd	UWH - TIAA
KPMG	Wipro

Interns from Colleges

FLAME University
IIM Rohtak
Symbiosis Institute of Technology
Symbiosis School of Economics
Symbiosis School of Liberal Arts

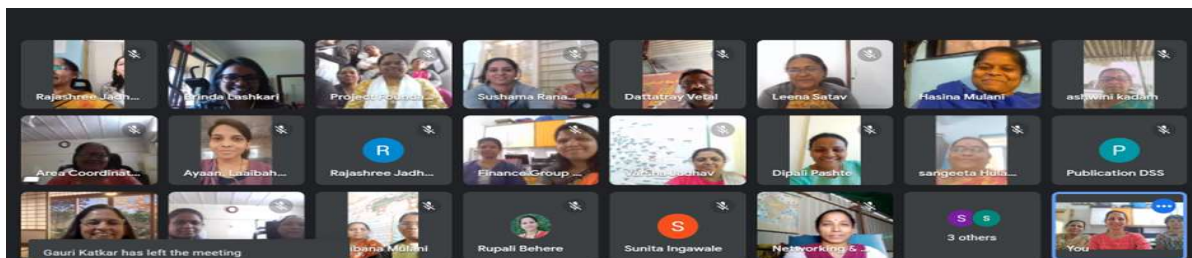
Volunteers in tune with DSS, Pune

We are glad to say that several of our volunteers allow us to look at issues differently. Mr. Simran Singh connected with Door Step School in 2011 through his company's CSR initiative. From 2011 to 2015, he volunteered closely with our Every Child Counts' (ECC) campaign to identify out of school children from marginalised communities and enrol them in government schools. In 2015, Simran moved out of India for higher studies but stayed in touch with one of our team members. While studying abroad, Simran also completed a fundraiser for our children by selling laddoos to campus students. While pursuing studies, Simran was also taking online guitar lessons from a guitar player based in India. When COVID-19 hit in 2020, they thought it would be great to offer such online lessons to others also. By mid-2021, he started a few things in the US and sponsored instruments for children in NYC. In 2022, Simran approached DSS as he was aware of DSS' work with migrant children and thought this as a great opportunity for these children to learn music. He started conversations with Ms Ankita from DSS to identify students in Pune and some instructors, and lessons eventually started around May 2022. Simran is a believer in the power of music. He says, 'Music can be a great source of comfort and strength in challenging times. It can harness our energy in a constructive way and also teach the value of discipline. We want to provide the opportunity to children, in under-served parts of the community, of learning music and experiencing its joys, either as a hobby or as a profession. Our plan is to start small and grow gradually'.

Good deeds go beyond great distances!!

AID (Association of India) group comprising Mandar, Prachi, and Nivedita and headed by Rajesh were volunteering for online tuition classes for 8th, 9th and 10th grades for an NGO in Tamil Nadu all the way from North America. However, they faced a language barrier for teaching in Tamil and had to work with a set of translators. As this group is extremely passionate about teaching underprivileged children and reaching out to as many beneficiaries as possible, they contacted us in May-June 2022 to teach our students. We had a need to coach our older students in English and Math. We shared the PDF copies of the class textbooks and in Sep 2022, Prachi, Mandar and Nivedita started taking online tuitions for our students across 3 locations every Saturday. Mandar teaches 7th grade Math/English, Prachi teaches 8th grade English and Nivedita teaches 7th grade English to four students respectively at three educational activity Centres. Rajesh oversees these activities. The classes are held for over an hour every Saturday evening using Google Meet. Going above and beyond, when Prachi and Mandar traveled to India in December 2022, they visited our Centre to establish a better connect with our students. It has been six months of regular tuitions for our kids and we have started to see a change as a result of these lessons. Our students' vocabulary has improved and they are more confident

Individual Volunteers



DSS team in the POSH session

Aashika Bansal	Kanchan Mhaskar	Rahul Jamdar	Shivam Kolhe
Aashita Sachdev	Madhavi Kulkarni	Rajan Marathe	Shivani Agarwal
Anindya Maitra	Mani Bhavani	Rina Rai	Shreya Lunkad
Anjali Harichandre	Mansa Kane	Rohit Pilgonde	Shruti Kadam
Anjali Madam	Meet N. Ghatkoo	Ronak Patil	Shrutika Baboure
Anujit Dutta Choudhury	Megha Naik	Rujul Deshpande	Shubhangi Tambade
Anusha Kanchan	Meghana Kulkarni	Rujuta Karve	Shyam Ambekar
Aparna Bapat Modak	Mitasha Pjari	Ruma Garg	Siddhi Thite
Arpita Bhagat	Mona Sawant	Rutesh Dongre	Suvarna Gokhale
Asmita Keskar	Moutushi Dey	Rutuja Kolhe	Swati Sawant
Ayushi Jagatap	Mrunmai Patil	Saee Gawade	Tanvi Mhaskar
Bhavana Zade	Nandini Garimella	Sagar Kannur	Vaibhavi Gaur
Chandrama	Nandini Padmanabhan	Sagar Shende	Vaibhavi Kulkarni
Dipa Rakshe	Nandini Thakur	Sakshi Chavhan	Vallari Yerande
Dr. Suraj Karwade	Narayan Devo	Sakshi Kulkarni	Varad Pandare
Gayatri Mokashi	Nupur Akotkar	Saniya Contractor	Vedika Agarwal
Gaytri Satpute	Ovi Bhosale	Sanya Shah	Vishal Sir
Girija Panse	Poorvaa Kashikar	Sayli Madam	Vrushali Kane
Gungun Bansal	Piyush Talreja	Shamli Vetal	Vrushali Sathe
Harsh Goyal	Prathamesh Kadam	Sharmishtha Madikunt	Yash Gupta
Hetal Desai	Pratiksha Khedekar	Sharwari Patil	Yojana Lokhande
Jyoti Mudgill	Preeti Singpure	Shaunika Salian	

Our Major Project Partners

Funding Organization:

- Asha For Education – Asha Seattle
- Asha For Education - Asha Silicon Valley
- Charities Aid Foundation (CAF), America
- Chance Foundation
- Give Foundation
- Help Them Grow (Vibha)
- India Development and Relief Fund (IDRF)
- UK Online Giving Foundation

Individuals:

- Apoorva and Vinayak Pai
- Hemant Bhatt
- Malti Sharad Kelkar
- Nisha Ghanashyam Date
- Prakash Ramchandra Gogte
- Rama Jayanti
- Sharmila Nitin Paranjpe
- Sujata Humnabadkar
- Tanuja Nitin Samant
- Vasudha Vishwanath Godbole

Builders:

- 70 Construction Sites - 47 Builders (throughout the year)

Substantial Contribution In Kind by:

- Aashika Bansal
- Amrita Koul
- Mr Dilip Basrur
- Maithili Jakatdar
- Manisha Kulkarni
- Parmesh Parmar
- Rama Jayanti
- Rohit Sardesai
- Yogita Gokhale
- Shreedhar Kelkar

Corporate Sector:

- Alfa Laval (India) Ltd.
- Alkyl Amines Chemicals Ltd.
- Avaya India Pvt. Ltd.
- Bajaj Finance Ltd.
- Bitwise Foundation
- Brembo Brake India Pvt. Ltd.
- C Centric Solutions Pvt. Ltd.
- Clean Science And Technology
- Divgi TorqTransfer Systems Pvt. Ltd.
- Ernst & Young Foundation
- Fundtech India Pvt. Ltd.
- Goodrich Logistics Pvt. Ltd.
- Goodrich Maritime Pvt. Ltd.
- Greenspan Agritech Pvt. Ltd.
- Integrated Decisions and Systems (India) Pvt. Ltd.
- JK Groups INC (Bank of New York Mellon)
- KlingelInberg India Pvt. Ltd.
- Murli Krishna Pharma Pvt. Ltd.
- Netscout Systems India Pvt. Ltd.
- Nice Interactive Solutions I P L
- NTT DATA Global Services Pvt. Ltd.
- Parthenon India Pvt. Ltd.
- Polyplex Corporation Ltd.
- Pragati Automation Pvt. Ltd.
- SAS Research & Development (India) Pvt. Ltd.
- Schindler India Pvt. Ltd.
- Syngenta Services Private Ltd.
- TATA Consulting Engineers Ltd.
- United Way of Hyderabad
- UPS Logistics Pvt. Ltd.
- Wipro Cares
- Worley India Pvt. Ltd.
- Xoriant Solutions Pvt. Ltd.
- Yardi Software India Pvt. Ltd.

Foundations / Trusts :

- Rambha Charitable Trust
- SPARSH-A Healing Touch, Infosys CSR initiative
- Tarachand Ramnath Seva Trust

Our Individual Donors

We express our gratitude to all the generous individual donors for their invaluable contributions to DSS.

Alka Ajit Kasbekar	Gayathri Pananghat	Neeta Ashok Nerlikar	Sohini Sudhir Lone
Alok Mishra	Gayatri Patil	Pooja Sancheti	Sreejith G J
Amey Savita Ghate	Gulab V Dadrawala	Prasad Subramanian	Sunanda P Gokhale
Amit Godbole	Hemangi M Shah	Priyanka S Bhongade	Sunil Mukhi
Amrita B. Hazra	Hemant Puri	Prof. Rajeev S. Bhalerao	Sunil Pradhan
Anand Apte	Hemant S Korke	Pushpakant S Rane	Sushant Sawant
Anindya Goswami	Jasraj Kaur	Reeshabh Jain	Sutirth Dey
Archana Vijay Joshi	Joy Monteiro	Rohit Mulange	Tapan Chakrabarti
Arun Ganesh Chhatre	Joglekar Kulvruttant Samiti	S Disha Ramachandran	Tejaswini S Adhav
Ashok Kumar Shetty	Kadani & Associates	Sadhana Dikshit	Uday S Thakurdesai
Ashwin Uday	Kalpesh Deshmukh	Samarth. N. Kabinittal	Vidya Shivdas Dalvi
Aurnab Ghose	Krishna	Sandeep R Sharma	Vijay Hari Bhat
Binay Agarwal	M. Arun Kumar	Sandeep S Soman	Vijay Kulkarni
Chandrakant N Bal	Mangesh Nimodia	Sangeeta Lalwani	Vimina Bagavath
Chandrashekhar O	Milind Patle	Seema Mangaonkar	Vineeta Bal
Dr. Arun M. Thalapillil	Mithun Ashok Soni	Shaila Paranjpe	Vishal Panchal
Dr. Suraj Karwade	Nachiket J Wadekar	Shantanu Gore	

Executive Body Members

Name of the Board Member	Position On The Board	Occupation/Designation	Meetings Attended
Mrs. Rajani Paranjpe	President	Professional Social Worker, Ex-Lecturer Of College Of Social Work Nirmala Niketan, Retired Professor from Shikoku Christian University, Japan.	4
Mrs. Bina Sheth Lashkari	Secretary	Professional Social Worker (MSW)	4
Mr. Nitin Dadia	Treasurer	Businessman, Proprietor, Orbit International	4
Dr. Neela Dabir	Member	Retired Government Officer	4
Mrs. Arnavaz Kharas	Member	Professional Social Worker (MSW)	3
Mr. Vishal Shah	Member	Chartered Accountant	3
Ms. Shubha Benurwar	Member	Professional Social Worker (MSW)	2

Staff and Salary details – Mumbai

Distribution of personnel as per salary and honorarium (as on 31 st March 2023)				Staff details as on (as on 31 st March 2023)			
Salary plus benefits paid to staff	Male	Female	Total	Gender	Male	Female	Total
<2000	0	0	0	Paid full time	15	149	164
>2000 – 3500	0	3	3	Paid part time	0	5	5
>3500 – 5000	0	0	0		15	154	169
>5000-7500	0	7	7	Honorarium			
>7500 – 10000	0	50	50	Volunteers*			
>10000	15	94	109				
Total	15	154	169	*List of Volunteers in Volunteering Section			

Staff and Salary details – Pune

Distribution of personnel as per salary and honorarium (as on March 31, 2023)				Staff details (as on March 31, 2023)			
Salary plus benefits paid to staff (INR)	Male	Female	Total	Particulars	Male	Female	Total
Less than 2000	0	30	30	Paid full time	21	514	535
2000 – 3500	0	12	12	Paid part time	0	42	42
3501 – 5000	0	29	29	Honorarium	2	3	5
5001 – 7500	2	148	150	Total	23	559	582
7501 – 10000	0	129	129	*List of Volunteers in Volunteering Section			
More than 10000	19	208	227				
Total	21	556	577				

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,2023

FUNDS AND LIABILITIES	RUPEES	RUPEES
Trust Funds or Corpus:-		
Balance As per last Balance Sheet	4,771,785.00	
Adjustment during the year (Give details)		
Donation Received during the year	NIL	4,771,785.00
Other Earmarked Funds:-		
(created under the provision of the trust deed or scheme or out of the income)		
Depreciation Fund	NIL	
Sinking Fund	100,000.00	
Reserve Fund	8,426,809.00	
Any other Fund- School on Wheels Bus Fund	899,664.00	
Seed Capital	23,000.00	
Staff Welfare Fund	94,600.00	
		9,544,073.00
Loans(Secured or Unsecured)		
From Trustee	NIL	
From others	NIL	NIL
Liabilities		
For Expenses	431,399.63	
For Advance Grant	11,477,488.00	
For Rent and Other Deposits	50,000.00	
For Sundry Credit Balance	20,658.00	11,979,545.63
Income and Expenditure Account:-		
Balance As per last Balance Sheet	173,665,789.06	
Less: Appropriation, if any transfer to reserve fund	NIL	
	173,665,789.06	
Add: Surplus As per income and		
Less: Deficit— Expenditure Account	10,569,151.25	184,234,940.31
Total Rs.		210,530,343.94
The Society For Door Step School Jagannath Shankarsheth Municipal School Building, 2nd Floor, Room no.54/55, Nana Chowk, Grant Road, Mumbai 400 007 PLACE : MUMBAI DATE : 21.09.2023		
Mrs. Rajani Paranjpe President	Mrs. Bina Sheth Lashkari Secretary	Mr. Nitin Dadia Treasurer

THE SOCIETY FOR DOOR STEP SCHOOL The Bombay Public Trusts Act, 1950 (Registration No. F-13279(MUM) Name of the Public Trust : The Society For Door Step School Schedule -VIII (Vide Rule 17(1)) BALANCE SHEET AS AT 31ST MARCH ,2023		
PROPERTY AND ASSESTS	RUPEES	RUPEES
Immovable Properties (At cost)		
Balance As per Balance Sheet	NIL	
Additions during the year	NIL	
Less: Sales during the year	NIL	
Depreciation up to date	NIL	NIL
Investments:-(FD With HDFC Ltd.)		46,026,422.00
Note: The market value of the above investment N.A.		
Furniture and Fixtures :-Fixed Assets (As per Schedule 'A')		21,462,982.00
Balance As per Balance Sheet		
Additions during the year		
Less: Sales during the year		
Depreciation up to date		
Loans (Secured or Unsecured):- Good/ Doubtful		
Loans Scholarships	NIL	
Other Loans	NIL	NIL
Advances:-		
To Trustees	NIL	
To Employees	293,000.00	
To Contractors	NIL	
To Lawyers	NIL	
To Others(As per Schedule D)	3,798,107.18	4,091,107.18
Income Outstanding:-		
Rent	NIL	
Interest	974,503.00	974,503.00
Other Income	NIL	
Cash and Bank Balance :- As per Schedule 'B'		137,975,328.96
(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.		210,530,343.94
The Society For Door Step School Jagannath Shankarsheth Municipal School Building, 2nd Floor, Room no.54/55, Nana Chowk, Grant Road, Mumbai 400 007 PLACE : MUMBAI DATE : 21.09.2023		
As per our report of even date Manit J Shroff Chartered Accountants 10, 2nd Bhatwadi, Girgaum, Mumbai 400 004 M No.33715		

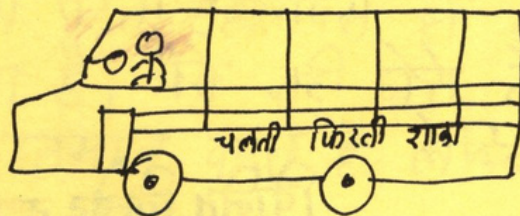
THE SOCIETY FOR DOOR STEP SCHOOL The Bombay Public Trusts Act, 1950 (Registration No. F-13279(MUM) Name of the Public Trust : The Society For Door Step School Schedule -IX (Vide Rule 17(1)) INCOME AND EXPENDITURE ACCOUNT FOR THE YEAR ENDED 31ST MARCH, 2023		
EXPENDITURE	RUPEES	RUPEES
To Expenditure in respect of properties		
Rates, Taxes, Cesses etc.	NIL	
Repairs & Maintenance	NIL	
Salaries	NIL	
Insurance	NIL	
Depreciation(By way of provision of adjustment	NIL	NIL
To Establishment Expenses		NIL
To Remuneration to Trustee		445,956.00
To Remuneration (in the case of math) to the head		NIL
of the math including his household, expenditure, if any		
To Legal expenses -Professional Fees		208,800.00
To Audit Fees		279,300.00
To Contribution and Fees		NIL
To Amount written off:		
(a) Bad Debts	NIL	
(b) Loan Scholarship	NIL	
(c) Irrecoverable Rents	NIL	
(d) Other Items	14,747.80	14,747.80
To Miscellaneous Expenses		NIL
To Depreciation		4,448,086.80
To Transfer to Specific Fund- Reserve Fund		
To Expenditure on Objects of the Trust		
(a) Religious	NIL	
(b) Educational	137,760,210.29	
(c) Medical Relief	NIL	
(d) Relief of Poverty	NIL	
(e) Other Charitable Objects- donation to other Trust	7,800,000.00	145,560,210.29
To Surplus Carried over to Balance Sheet		10,569,151.25
Total Rs.		161,526,252.14
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 : 21.09.2023 <div> <div>Mrs. Rajani Paranjpe</div> <div>Mrs. Bina Sheth Lashkari</div> <div>Mr. Nitin Dadia</div> <div>President</div> <div>Secretary</div> <div>Treasurer</div> </div>		

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 ,2023		
INCOME	RUPEES	RUPEES
By Rent		NIL
By Interest (Accrued/realised)		
On Securities	NIL	
On Loans -Fixed& Flexi Deposit with bank	7,644,180.14	
On Bank Account	164,083.00	
On Fixed Deposit with HDFC Ltd	1,626,069.00	
On Income Tax Refund	52,157.00	9,486,489.14
By Dividend		NIL
By Donation in Cash or Kind		3,248,180.00
By Grants- As per schedule 'C'		146,717,865.00
By Income from other sources (in details as far as possible)		
Other Income	219,160.00	
Sale of material	1,854,558.00	2,073,718.00
By Transfer from Reserve		NIL
Total Rs.		161,526,252.14
The Society For Door Step School Jagannath Shankarsheth Municipal School Building, 2nd Floor, Room no.54/55, Nana Chowk, Grant PLACE : MUMBAI DATE : 21.09.2023		
As per our report of even date Manit J Shroff Chartered Accountants 10, 2nd Bhatwadi, Girgaum, Mumbai 400 004 M No.33715		

Hamara Akhbar

Hamara Akhbar is a series of articles written by children of Door Step School

मेरी अनोखी स्कूल
मैं दिपाली हूँ। मैं 14 साल की हूँ। मेरा काम
गड्ढा खुदाने का है। मैं अपने पापा के साथ जाती
हूँ। मेरी स्कूल की इमारत नहीं है। मेरी स्कूल एक बस
स्कूल है। जिसमें गाने बजते हैं, अच्छी अच्छी कहानीयें
देखने सुनने मिलती हैं। हमारी बस स्कूल में दिदि
हमें खाना देती हैं। हमारे घरों में मोबाइल टिकी
नहीं है। हम आम बच्चों की तरह कार्ड्स नहीं देख
सकते लेकिन दिदि हमें मोबाइल, टैब इस्तमाल
करने देती हैं। कभी छंदपुर से आने के बाद कंठसे
हैं तो दिदि हमें कभी कभी खिलौने से खेलने देती
हैं। हमारी अनोखी बस स्कूल मुझे बहुत पसंद
है। वहाँ पढ़ने के लिए मुझे जल्दी-जल्दी घंटा बंद करके
आना होता है।



दिपाली बिंदु
14 साल



All drawings made by Roshni Khandare, 10th standard



www.facebook.com/doorstepschool



www.instagram.com/doorstepschool



www.twitter.com/doorstepschool

THE SOCIETY FOR DOORSTEP SCHOOL

Contact details

011-91-22- 2382 6343 /385 9203

mumbai@doorstepschool.org

Jagannath Shankarsheth Municipal School Building 2nd Floor, Room
no.54/55 Grant Road, Nana Chowk Mumbai 400 007