

2013-14 Annual Report



Foreword

Dear Friends,

Acknowledgement for 25 years of existence and perseverance rained down on us by way of awards we received in 2013-14, among them The Amazing Indians Viewers' Choice Award and the Stree Shakti Puraskar 2013 - (Mata Jijabai Award). Awards are very welcome as with them comes increased visibility, credibility and, for our teams in the field who make our accomplishments possible, encouragement and reassurance.

'Taking education to our children' is a journey of a thousand miles and it must be taken one step at a time. (Courtesy -Lyndon B. Johnson). A good part of these thousand miles lie before us, therefore, these awards do not allow us to be complacent. Today's changing scenario in the field of education, the reforms and statistics shared with fellow Indians and the rest of the world look good on paper but ground realities we see are often different. We know that just because a child's name is on a school register does not mean that the child is in school and learning. This child's struggles and needs are quite different from the solutions offered. Our challenges persist, some have changed and some new ones added.

We still wrangle with the fact that...

- ❖ *Almost 2 lakh children who move from construction site to construction site in Pune remain out of the purview of mainstream education. We reach out to a mere 4,000 such children at any given point of time.*
- ❖ *In Indira Nagar of Ward F in Mumbai, our team struggles to survive extremely poor conditions of hygiene while they try to focus their energies to provide an experience of real education to children of various age groups in the community.*

These are but 2 examples of the realities we face. So while we are commended for our achievements, we constantly battle an equally long list of challenges. In this battle, our most crucial support comes from you, we need your shoulder in this battle.

"Unless someone like you cares a whole awful lot, nothing is going to get better. It's not."

Dr. Seuss

No one said it better than Dr. Seuss, and Dr. Seuss had children very close to his heart; and so do each one of you.

It is with you we take our journey forward, "to make it better".

Mrs. Rajani Paranjpe

Founder Member & President

Mrs. Bina Sheth Lashkari

Founder Member & Secretary

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About Us

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

History

The concept of Door Step School came into being while working at the Social Service Centre at Colaba Municipal School in 1988. A major activity of the centre was visiting homes of dropout children; trying to determine the cause of their dropping out and trying to bring them back to school. Factors affecting the inability to attend were varied and could not always be influenced directly by us. Despite a widespread infrastructure of formal education, a large number of children are yet uncovered by this system in Mumbai itself. Therefore, the need for another alternative whereby education would reach the children was seen, and the idea of a school at the children's "door step" came into being. Door Step School became a reality with the start of one non formal education—a class for 50 out-of-school teenagers in one community in 1988-89, and quickly spreading to 4 communities in the vicinity with *balwadis*, study classes and libraries also being initiated.

Vision

To be an instrumental force that brings development to children.

Mission

All children deserve an education. An alarming number of India's urban poor still remain without an opportunity to receive formal education.

Our mission at Door Step School is to bridge this divide, using innovative programmes that will bring education to these children and help them make the transition to literacy and a brighter future.

Goal

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

I. Mumbai Highlights: 2013-14



What started with a Non Formal Education class for 25 out-of-school kids in Cuffe Parade slum community at their doorstep, has grown into an organisation which over a period **25** years has touched lives of more than 2,35,000 children. Bina Lashkari, our co-founder of Door Step School was honored with the Civilian Honour - **Stree Shakti Puraskar 2013** (Mata Jijabai Award) by Honorable **President of India** Mr. Pranab Mukherjee for her outstanding contribution towards the socioeconomic development of children and for the achievement in the field of education and training.

The award was given on 8th March 2014 to mark the **International Women's Day**.

- Door Step School was chosen by Dasra, a nonprofit based in India, as one of the grantee organizations to receive the grant from Comic Relief which is a major charity based in the UK, with a vision of a just world, free from poverty. We intend to spend the grant in supporting our educational interventions for underprivileged children.
- In the view of the increasing demand from children and Youth for Computer skills training, we started a new computer center in Hiranandani Akruti area of Ward M from November 2013 which will be reaching out to more 500 children from the community.
- This September, we extended our services in Indira Nagar community, Sewri of Mumbai with the financial support from BP Foundation for two years. Overcoming the challenging conditions of poor sanitation and high air pollution levels, our team started 2 Balwadis, 2 Study Classes, 1 Computer Center and 1 Community Learning Center in the community.
- On 21st November, the fire which broke in Baba Saheb Ambedkar Nagar Slum community gutted nearly 800 shanties out of which 72 were our children's homes. Door Step School team with the help of benevolent volunteers **Fatima** and **Namrata** rushed in the slums to help with relief work. Children were provided with personal hygiene kits and medicines. Drawing workshop was conducted for children to divert them from their gloomy mood. Movies were shown to the parents to encourage them and help them regain confidence. Generous donations to the tune of **Rs. 6,00,000** from well-wishers and funding partner **Plan India** helped Door Step School to provide basic kits comprising of utensils, hygiene material etc to help over 100 families cope with the loss of their homes which were gutted in fire.
- To tackle the problem of not being able to get good space for classroom, this year we got portable cabin in New Tank Bunder, Ward E. The cabin is airy and spacious enough to conduct a class of 25 children. After School on Wheels, we have found another solution to address the space constraint by using portable cabin as a classroom.

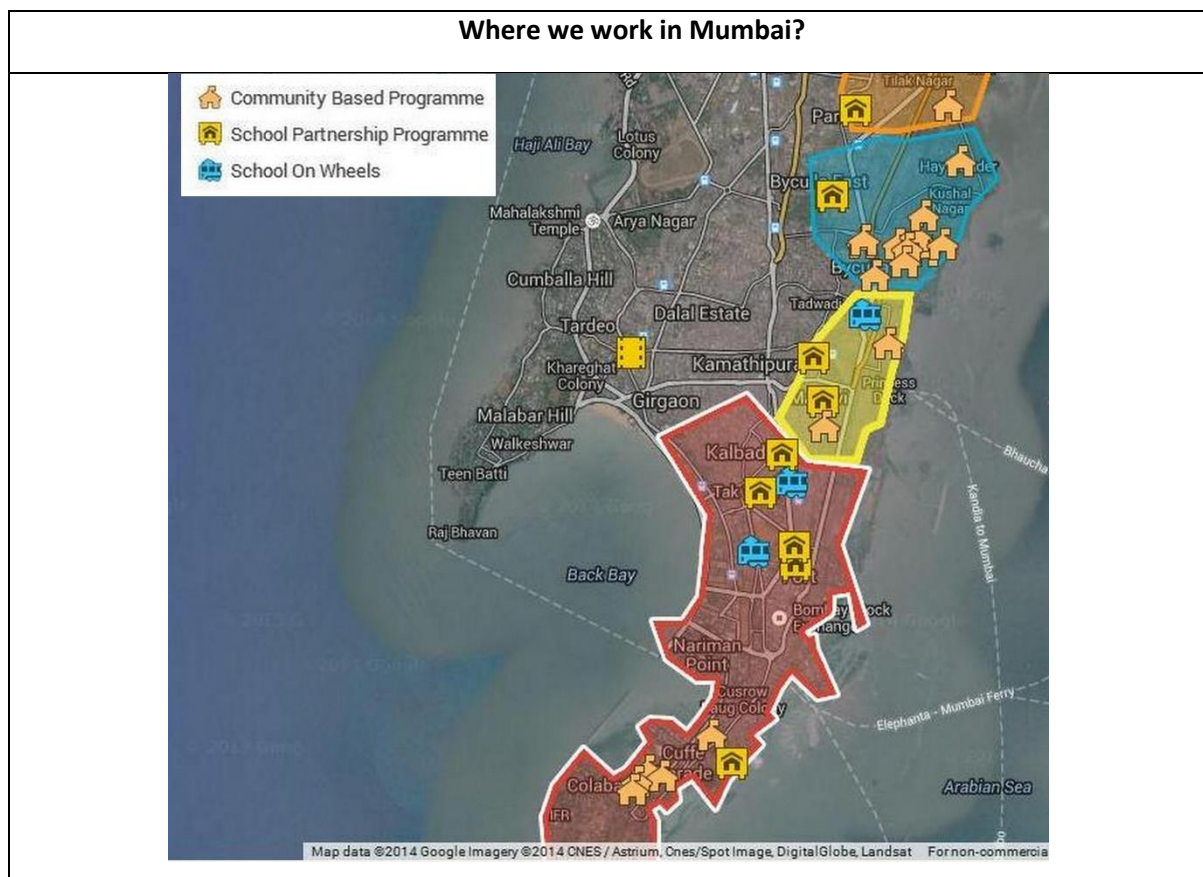
- About **500** Door Step School children and **100** teachers formed Human chain at Gateway of India to mark celebration of Teacher's Day and Literacy day. Slogans echoed, to spread message about importance of education. Children were so delighted that they formulated slogans spontaneously at the venue and chanted "Hamara School kaaisa rahega Door Step School jaisa rahega."
- With an objective to get the children's views and inputs on the **Maharashtra State Child Policy** which is in process of formulation, a consultation was organised wherein children participated and shared their recommendations and feedback. In the presence of 128 children from Door Step School and Maitri (CCDT) elaborated on safeguards provided by or under any law for the protection of child rights. Children gave overwhelming responses when they commented on the current state of affairs of various issues affecting them. Their views have been taken into account and have been incorporated while formulating the final State Child Policy.
- We make efforts to spread the word about the work we do and raise funds through various events and platforms. Rotary Club of Mumbai – Shivaji Park arranged a Musical programme and raised **Rs.50,000** for Door Step School.
- This year we successfully raised **Rs. 13,80,500** from the charity walk/running events like Footsteps4good 2013 and Standard Chartered Mumbai Marathon 2014. **Ms Andrea Reinsmoen** who ran for supporting Door Step School in Footsteps4good 2013 bagged gold in women's category and made us all proud. Thank you Andrea!!!



- A very unique opportunity came our way when the **Narasimhan** and **Venkateswar** families decided to promote Door Step School to their friends and family members on occasion of a wedding of their children. They dedicated a separate space for Door Step School in the wedding invitation and appealed the invitees to donate to the cause of education which helped us raise **Rs. 4,11,433**. Thank you Jayshree and Navneet!

Community Profile

Door Step School works directly in the slum communities through its Community Based Educational Interventions. Keeping in mind the experiences of working in the communities and with most of our children attending the nearby Municipal schools, the organization has adopted a strategy to work with the nearest Municipal School to the community in which it works. This strategy helps in keeping a track of the children who are going to schools which helps in preventing the drop out. We also run School on Wheels in these areas wherever we find a group of children who are out of school and classroom space is a big constraint. This year we worked in total 31 slum pockets and 23 Municipal schools through our interventions in Mumbai.



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

- Ward A:** Door Step School has been working in Ward A, 29% of its population living in slums, since its inception and this is where the first class of Non Formal Education class began. Currently, Door Step School has Community Based Interventions in Ganeshmurti Nagar, Backbay, BAN Extension Center, Babasaheb Ambedkar Nagar, Shivshakti Nagar and through School Partnership Programme it works in Colaba, Colaba Market, Lord Haris, Manohardas and Bora Bazaar Municipal Schools. The community comprises of majority population of Banjara community who due to proximity to the docks are more into fishery business and allied activities. Crawford Market and Gateway of India are the locations where we reach out to children through School on Wheels.
- Ward B:** Door Step School has been working in Ward B, 13.33 % of its population living in slums, since 2001 has Community Based Interventions in Masjid Bunder and Wadi Bunder and through School Partnership Programme it works in Janabai, Dongri and Mandvi Municipal School. The

community comprises of majority Tamil speaking population which is majorly involved in daily wage work in grains market or are self employed. Dockyard Road, Wadi Bunder and Bhaucha Dhakka are some of the locations where we reach out to children through School on Wheels.

- Ward E:** One of the most challenging areas with very poor sanitation and high levels of air pollution. Door Step School has been working here since 2006, 11.86 % of its population living in slums, through Community Based Interventions in Hariyana gate, Hey Bunder, Jay Bheem Nagar, New Tank Bunder, Pardhiwada, Powder Bunder, Reti Bunder, Reay Road and through School Partnership Programme it works in East Byculla Municipal School. Ward E located on the Eastern shore which offers a sheltered harbour and is therefore the base of the shipping and fishing industry. Most of the population of these communities is involved in daily wage jobs such as cleaning fish, working on dock, scrap collection, ship breaking, rag picking, etc. The sprawl of slum communities settled on the collector and MBPT lands, whose existence is not acknowledged by either MBPT or BMC because of their unauthorized status offers challenges that have not yet been fully overcome. Reay Road, Reay Road bridge and Hariyana Gate are some of the locations where we reach out to children through School on Wheels.
- Ward F- South:** One of areas where Door Step School has started working in this year is Ward F-South, with 36 % of its population living in slums. Far more challenging than Ward E, we have been still adjusting with issues of poor sanitation, high levels of air pollution and getting human resources to work here. Door Step School has Community Based Interventions in Indira Nagar, Sewri and through School Partnership Programme it works in Abhyudaya Nagar Municipal School. Indira Nagar has the majority of habitants working as daily wage workers in unorganised sectors.
- Ward M-East:** Door Step School has been working in few communities in M ward since 2008, with 78% of its population live in slums. Mankhurd, a part of M-East, is the dumping ground of Mumbai – both the trash and the slum dwellers of Mumbai, thrown out of the centres of the city, are thrown into rehabilitation colonies. With high illiteracy rate and more number of children out of school there is huge scope of work and expansion in this ward. Door Step School has Community Based Interventions in Hiranandani Akruti and Natwar Parekh area and through School Partnership Programme it works in Shivaji Nagar, Deonar and Shivam Municipal School.



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



Activities at a Glance (2013-14)					
Sr No	Programme		Activities	No. of Classes	No. of Beneficiaries
I	Direct Intervention	Community Based Educational Programmes	Balwadi (Preprimary)	45	1444
			Non Formal Education	8	190
			Study Class	28	763
			Total	81	2397
		School on Wheels	Non Formal Education	12	340
			Study Class	3	59
			Balwadi	1	12
			Total	16	411
		Computer center	A ward	33	863
			M Ward I	25	543
			M Ward II	34	451
			E Ward	29	809
			F South	8	128
			Total	129	2794
II	School Partnership Project	Direct intervention in 23 schools covering 9556 beneficiaries	Study class	46	719
			Mental Health Project	10 schools	5634
			Reading Promotion (Grow with Books)	168	5052
			School Library (5 th to 7 th Std)	34	1267
			Bus service (E ward)	1	53
III	Balsamuha			18	447
IV	Sponsorship				150
V	Community Learning Center		Door to Door Library	3	168
			Mobile Library	10	320
			Reading Promotion	29	878
VI	Training Cell		Ongoing Training for Teachers	Each group to attend 2 times a month, either on alternate Saturdays or 1st and 3rd Thursday ((150 days of training offered to teachers in this year)	
			Area Coordinator/ Coordinator/Trainers (26)	On 1 Wednesday a month	

I. Community Based Educational Programme:

1. Balwadi:

It is a preschool programme for the children aged 3 to 5 years. Door Step School Balwadi program gears to bring children from socio economically backward families into the main stream of education. Motivating and supporting parents to enrol the children at the right age is an important aspect of preschool education. The program ultimately aims to facilitate easy access to primary education for the first generation learners. The Balwadi thus serves as a **preventive measure** – preventing children from joining the ranks of child labour and preventing them from growing up into illiterate adulthood.

Table 2: Distribution of Children attending Door Step School Balwadi (2013-14)

Ward	Units	Children enrolled	Sustained till end of April'14
A	15	495	423
B	2	43	43
E	14	489	364
M	12	348	296
F-South	2	69	60
Grant Total	45	1444	1186(82%)



Note: 1 Balwadi in R-South covering 12 children is included in the School on Wheels project table
Outcomes:

- Since the commencement of first Balwadi in the year 1989 in slum communities more than 19,700 children have benefitted from the classes which have helped the first time school goers to cope with the formal school environment.
- **1,444** children benefitted from total **45** Balwadis run in the slums of six different wards of Mumbai in the year 2013-14.
- Our coordinators and teachers constantly follow up in the community bring children to the class but some of them cannot continue because of various reasons like community shifted, temporary gone to village etc. More than **150** children were in outreach in this academic year.
- **53%** children attended more than **75%** of the classes which are conducted every day from Monday to Friday all-round the year.

- Out of the **494** children of senior group of Balwadi, **209 (42%)** children have been enrolled to formal schools from our Balwadis in the year 2013-14.
- 100% (**441**) children who were enrolled in the Balwadi were sustained till the end of the year in Door Step School Balwadis.

Best Initiatives in Balwadi:

Holi being the most enjoyed festival by our children we always make them aware about the harm artificial colors can cause to their eyes, skin and other body parts. This year taking our awareness initiative one step further we conducted workshops to make natural colors from vegetables and fruits and used it to play colors in our classrooms. Children with their teachers made the colors pink from beet root, green from green leafy vegetables, yellow from turmeric and many more.



Little Ruchika was educating everyone by saying, "These natural colors feel so cool against your skin whereas the artificial ones later make you feel itchy."



Encouraging Children's Participation:

Project based learning is adopted in Balwadis and variety of projects are chosen for the same all throughout the year. This year's projects water, cleanliness, occupations, flowers, fruits etc were chosen by teachers and children for displaying in a unique exhibition. Children worked along with their teachers made informative charts, and volunteered to explain the processes done in the Balwadi's project based learning activities. Parents were delighted to see their young wards presenting what they

learn at Balwadi and praised Door Step School's teachers' efforts in their child's development.

A delighted Aakash's father expressed his happiness by saying, "I am pleasantly surprised to see the increased understanding of my children after coming to DSS Balwadi."

Success Story

Little Michael, a 5 years old boy attending Door Step School Balwadi, was known for his disruptive behavior and sharp tongue amongst his classmates. He often picked up fights over petty issues with his classmates, which led to him playing alone and having no buddy in the class. The teacher who initially thought that these were the usual tantrums thrown by any child attending the preschool for the first time, later decided to take up this with Michael's mother. Meeting the parents through home visits, which is regular feature of all teachers and coordinating staff's work, helped us to understand the real reason that triggered Michael's disruptive behavior.

In her interaction with Michael's mother the teacher learnt that Michael's father was chronic alcoholic and often created ruckus after returning home, late in night. Michael was affected with this chaos at home and it reflected in his behavior with his classmates and neighbours too. Understanding Michael's real problems, the teacher took up the task of changing Michael's attitude. She showered him with attention which was missing in his life and gave him more responsibility in class. He assisted the teacher by helping out in class with small tasks like distribution of books and slates to other classmates. Soon Michael started coming early to the class and enjoyed listening to the stories narrated by the teacher. From being very elusive in the class, he transformed into a child who came forward willingly, to share stories. Today, Michael's mother says he comes home and teaches the poems he learnt in class to his friends in neighbourhood. With the affection and little appreciation from the teacher and classmates, Michael has changed a lot and looks forward to go to a formal school in next year.

2. Study Classes:

Study Class serves as a **supportive measure**, through which extra coaching input is given to the students of Std. I to IV attending the Hindi and Marathi medium of the nearby Municipal School. Many of them being first generation learners, the children tend to drop out when they are unable to cope with their studies. The study class offers the educational support they need to continue within the formal set up of schooling.

Table 3: Distribution of Children attending Door Step School Study Class (2013-14)

Ward	Units	Children enrolled	Sustained till end of April'14
A	7	175	158
B	2	33	27
E	5	141	122
F- South	2	56	49
M	12	358	306
Grand Total	28	763	662 (87%)

Note: 3 Study Classes covering 59 children are included in the School on Wheels project

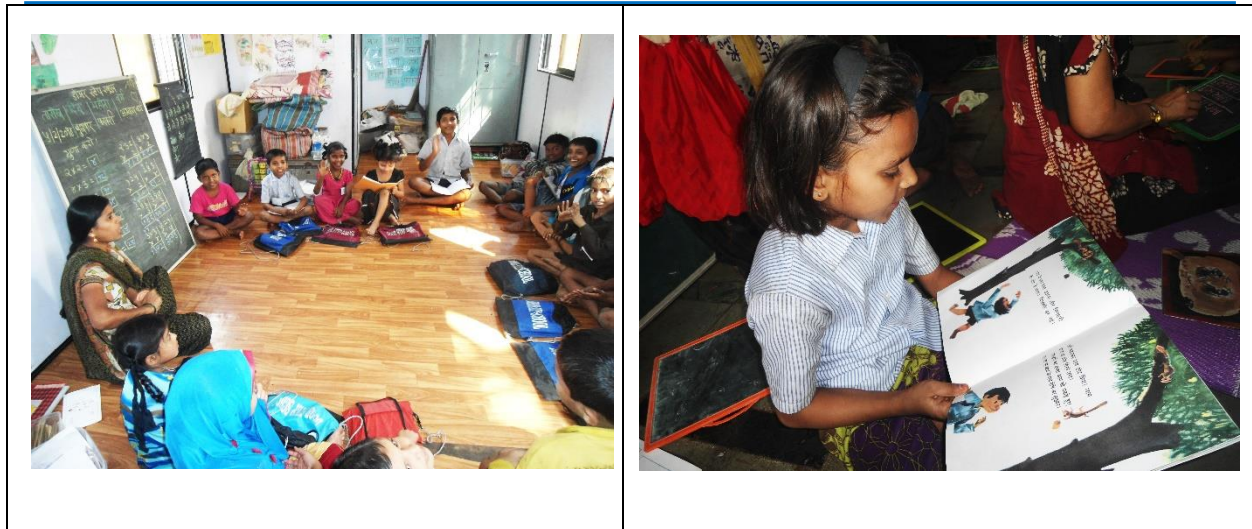


Table 4: Standard wise breakup of Study Class (2013-14)

Standard	New	Old	Grand Total
1ST	161	4	165
2ND	107	76	183
3RD	93	112	205
4TH	77	133	210
Grand Total	438 (57%)	325(43%)	763

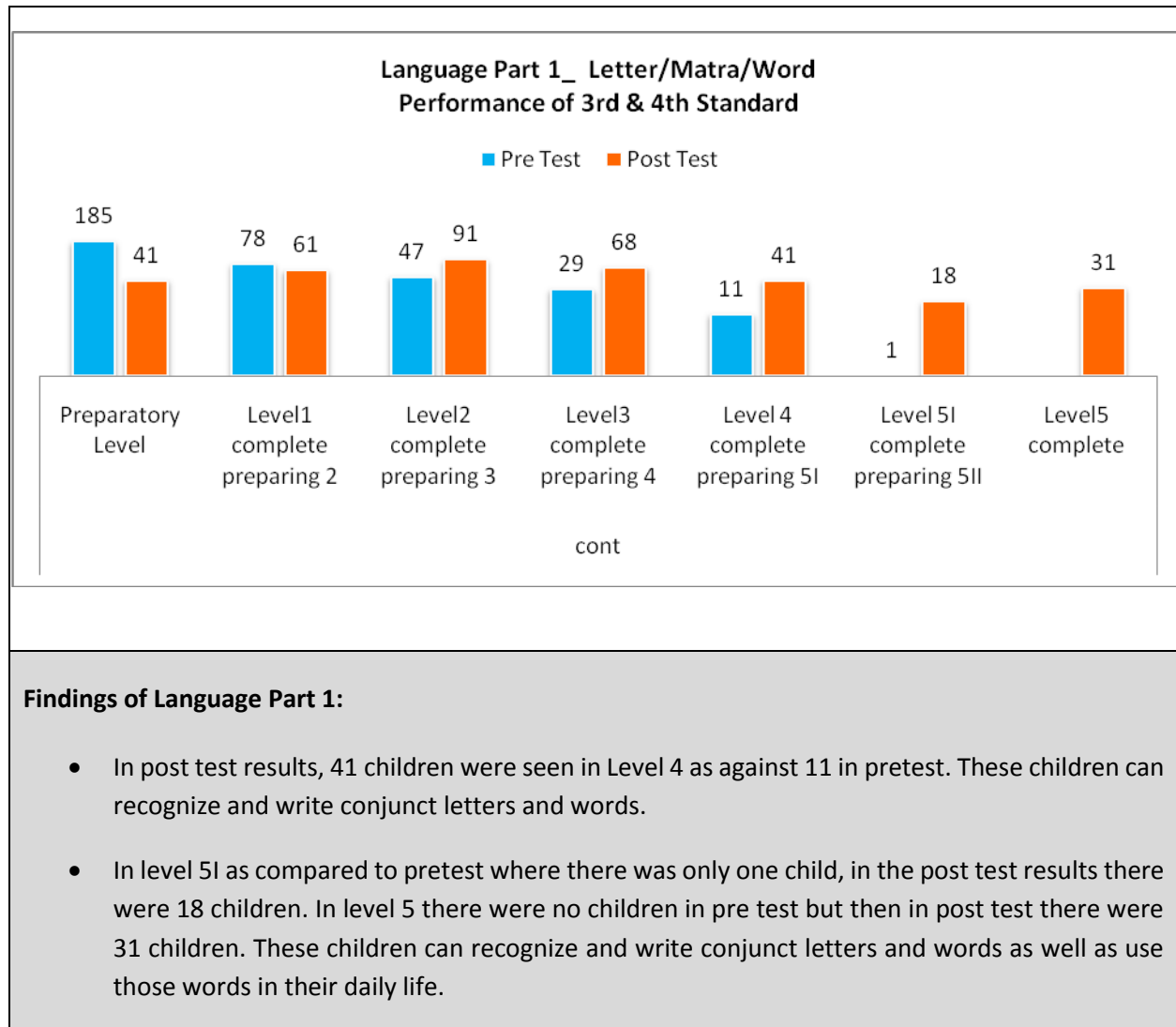
Outcomes:

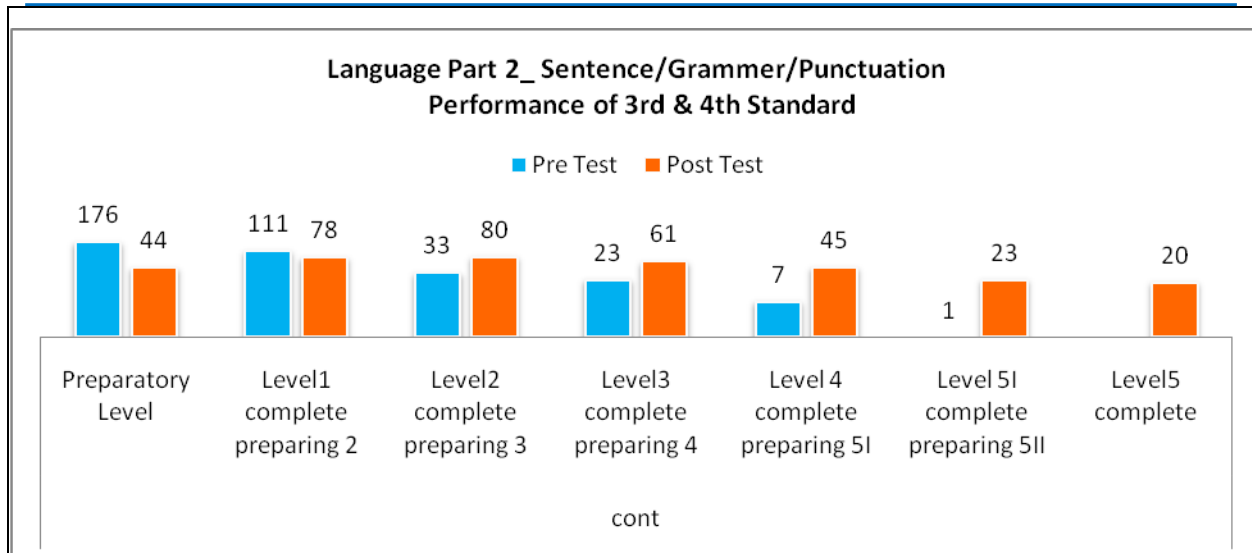
- Since the commencement of first Study Class in the year **1992** in slum communities more than **10,600** children have benefitted from the support offered through these classes which have helped them cope with their studies in formal schools.
- **763** children benefitted from total **28** Study classes run in the slums of six different wards of Mumbai in the year 2013-14.
- Our coordinators and teachers constantly follow up in the community bring children to the class but some of them cannot continue because of various reasons like community shift, went to village, working, siblings care and work at home, private tuition etc. More than **70** children were in outreach in this academic year.
- **43%** children have benefitted from the Study Class for second year in row.
- **73%** children attended more than **50%** of the classes which are conducted every day from Monday to Friday all round the year.

- More than **87%** of children who were enrolled in the Study Classes were sustained till the end of the year in Door Step School study classes.

Performance of Study Class:

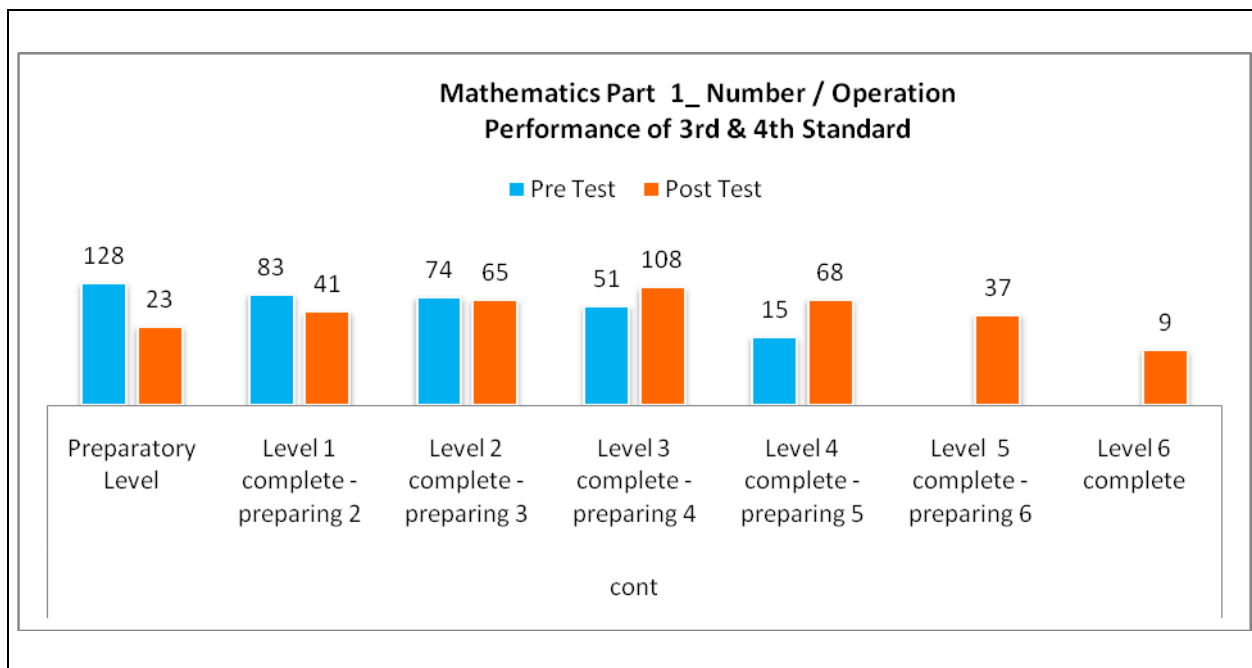
Children who attend the Study Classes are pretested when start with the classes after which based on their current abilities a goal is set as per our mathematics and language curriculum framework. These set goals are tracked throughout the year through formative assessment and a post test is conducted at the end of the year in form of summative assessment. The below performance is for selected children of standard 3rd and 4th who have attended the Door Step School study classes in the year 2013-14.





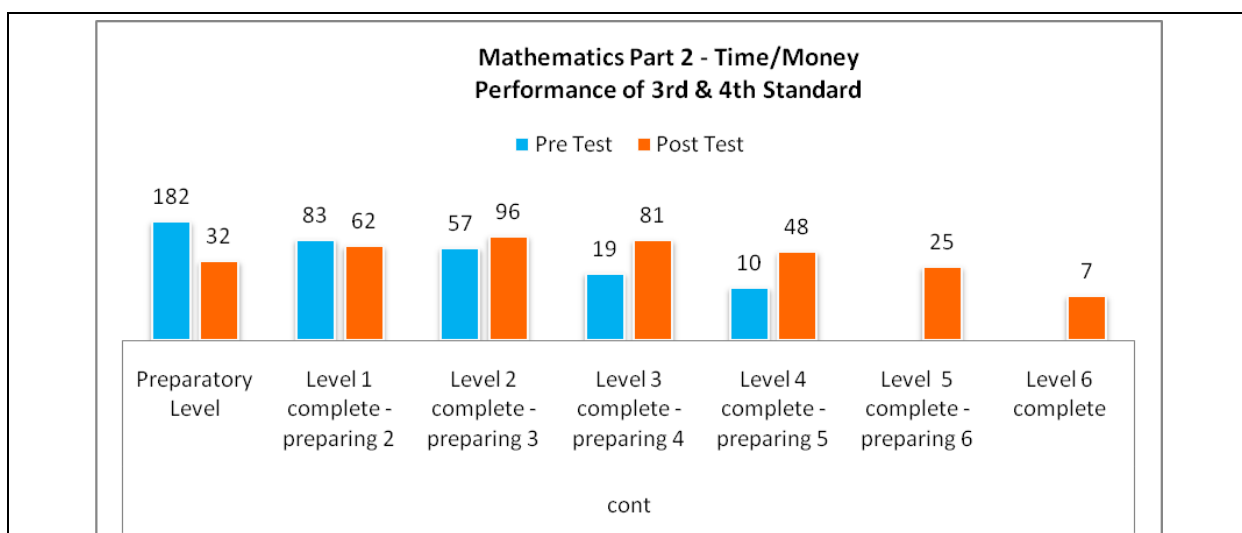
Findings of Language Part 2:

- In post test results, 45 children were seen in Level 4 as against 7 in pretest. In this level children can recognize and write conjunct letters and words. These children are able to write a paragraph with the help of correct matras and grammar.
- As compared to only one child in the pre test there were 23 children in Level 5 in post test results. In this level children are proficient with the grammar and punctuation and also can express themselves nicely. Children of this level are able to make small poems, stories and comprehension on various topics.



Findings of Mathematics Part 1:

- In post test results, 68 children were seen in Level 4 as against 15 in pretest. In this level children are able to recognize numbers from 1 to 100 and multiples and fractions of 100 in concrete as well as abstract. They also know how to write numbers till 100 in English. These children also know complex subtraction by borrowing and addition by borrowing and also understand concept of division.
- There were no children in the level 5 in pre test results as against the 37 children in post test results. These children know the formation of numbers till 1000. Children know the formation of dozen i.e. no 12 and also the multiplication of 12. They are able how to convert tables into simple graphs. They are able to do multiplication and division of 2 digit numbers.
- In post test results, 9 children were in level 6 whereas in pre test no children were found in this level. These children are well versed with simple addition and subtraction of fractions and decimals. The concept of division is also known to the children and they are able to perform the operation.



Findings of Mathematics Part 2:

- In post test results, 45 children were seen in Level 4 as against 10 in pretest. These children were able to make small budgets, understood the concept of loss and profit with examples, addition and subtraction of seconds, minutes and hours. They could also convert minutes into hours and vice versa.
- In pretest results there were no children in Level 5 and 6, but in the post tests results 25 children were in level 5 and 7 reached level 6. These children know how to make bills, planning and budgeting. They can also prepare a family budget with the given number of people in the family. Children also can read different types if time tables for eg. Railway timetable, school timetable etc and can also make a personal timetable for themselves.

Best Initiatives in Study Class:

Complementing the process of learning concepts of measurement in the class, the team of Ward A arranged an exhibition to showcase the concepts of weight, volume and length. Different areas in the community center were designated to provide information and demonstrate various concepts of measurement to the visitors. Every child had a card in his hand where his weight and height were written after measuring the same. The fruit juice which was given to children as refreshment drink was also measured using a milk measuring set. Children could actually see the quantity in milliliters of juice which was served in their glasses which they later consumed and relished it.

A delighted Renuka flaunted her new found knowledge, “We used to buy certain quantity of an item without asking for the per liter or kilogram rate of it. Now on I will ask for the per unit rate and then calculate the total amount to be paid.”

Encouraging Children’s Participation:

Children who often meet the leaders of India through stories got a chance to enact them and communicate the great work done by them. ‘Our Leaders’ was the theme for the exhibition which was organized by children for their fellow classmates, parents and larger community at our Reay Road center. A very enthusiastic group of teachers and children worked in groups to collect information about selected 5 leaders. On the day of the exhibition, children dressed up as the leaders and spoke at length about their contributions to the nation. It was a pleasant surprise for the parents to see their children speak so confidently and they appreciated the value that the organization is adding to their child’s development.

Beyond the walls of classroom:

To explore the world beyond the walls of the classroom, children learnt a lot from the educational excursions to places like Nehru Science Center, Nehru Planetarium, Mahim Nature Park, Marathi Vigyan Parishad, Museums like Chhatrapati Shivaji Maharaj Vastu Sanghralaya and Bhau Daji Lad.



Success Story:

8 years old Abhishek, studying in grade 3 in a Municipal school was a regular student of our Study Classes since he was in grade 1. Having very little support at home for academic inputs, Abhishek often relied on the Study Class teacher's inputs to cope with his studies at school. This year suddenly, the usually regular and punctual Abhishek started remaining absent for the class and also turned up late to the class on the days when he came to the class. Teacher tried getting in touch with Abhishek's mother for the reason of his increased absenteeism and late arrival in class. But the mother paid to no heed to the teacher's requests.

After checking with the people in the neighbourhood, the teacher found out that Abhishek's mother was involved in garments finishing business for livelihood for which she was paid on day to day basis. Abhishek was asked to deliver the finished garments and collect the cash on delivery which compelled him to miss classes. The mother who was unaware about the setback in Abhishek's academic progress due to this routine, once made aware about the fact was still helpless as she had no one else to perform the task for her. The teacher then suggested her to change the time at which Abhishek had to make the delivery so that he doesn't miss out on the classes. Mother immediately agreed and blamed her ignorance for not taking this decision earlier. Today, Abhishek once again is a regular to the class and looks forward to participate in the excursions and activities.

3. Non Formal Education:

The Non Formal Education class which addresses the educational need of the 'out of school' children in the age group of 7-16 years, serves as **a remedial measure**, giving these children an opportunity for gaining literacy skills which they otherwise would not have had. The programme is geared to bring them into the process of mainstream education.

Table 5: Distribution of Children attending Door Step School N F E Class (2013-14)

Ward	Units	Children enrolled	Sustained till end of April'14
A	4	111	67
M	4	79	55
Grant Total	8	190	122(64%)

Outcomes:

- Since the commencement of first Non Formal Education (NFE) class in the year 1989 in slum communities more than **15,900** children have benefitted from these classes.
- Since 2004 more than **1,250** children from community based Non Formal Education classes and from School on Wheels have been enrolled in formal schools.

- **190** children benefitted from total **8** classes run in the slums of different wards of Mumbai. It has been observed that the number of children who are out of school and have never been to school has gone down substantially. From the out of school children found in the surveys, more number of children were found to be school dropouts who have had some or other exposure of being in a formal schooling setup.
- Our coordinators and teachers constantly follow up in the community bring children to the class but some of them cannot continue because of various reasons like community shift, went to village, working, siblings care and work at home, private tuition etc. More than **65** children were in outreach in this academic year.
- An interesting observation has been that more girls attended the NFE classes with **72%** of the total beneficiaries of the NFE classes being girls this year.
- **33%** children have benefitted from the NFE Class for second year in row.
- **42%** children attended more than **50%** of the classes which are conducted every day from Monday to Friday all round the year.
- **64%** of children who were enrolled in the NFE Classes were sustained till the end of the year.
- **48** children have been enrolled in formal school from the NFE classes in the year 2013-14.



Success Story

Vijay comes from a family of seven members. The family belongs to Paradhi community, which even after sixty years of Independence, bears the stigma of being branded as criminals, and is sometimes forced to live in isolated, economically disadvantaged areas. Though the situation of the community has been marginally improved, the parents are still hesitant to send their children to schools fearing how they will be treated in schools by other students and school authorities. Vijay's elder sister does some odd jobs and supports the family's running expenses and his younger sister comes to our Balwadi.

Vijay who earlier used to sell toys in the local trains stopped doing so once he joined our Non Formal Education classes. His father was unhappy as he was one of income sources for the family and now was unwilling to go to work. Vijay ignored his father's apprehension and decided to continue with his classes. Teacher counseled Vijay and his family about the benefits they will reap if Vijay was educated. Vijay is now involved actively in the classroom activities and looks forward to attend a formal school some day. In one of her recent conversations with Vijay, the teacher was pleasantly surprised when Vijay expressed his desire of pursuing teaching as a profession when he grows up. He wishes to teach children belonging to his community who otherwise would have not have an opportunity to get education.

4. School on Wheels:

School on Wheels is a bus designed as a mobile class room to cater to the street children. Since July 1998, School on Wheels has been a one of the core projects of Door Step School. In past 16 years; School on Wheels has emerged as an effective strategy to reach out to the most unreached groups of out-of-school children i.e. street children and pavement dwellers. Currently total five School on Wheels run in a different parts of Mumbai. In a year, each SOW covers 4 classes with approximately 75-100 children. SOW spends 2-3 years with each group of its beneficiaries. An attempt is made to mainstream the child once an expected level of basic literacy is achieved. In the communities where space is a constraint School on Wheels also serves as a classroom space.

Table 6: Distribution of Children attending Door Step School N F E Class- School on Wheels (2013-14)

Ward	Location	Units	Children enrolled	Sustained till end of April'13
School on Wheels I	Crawford Market, Dockyard Road, Bhaucha Dhakka, Gateway of India, Wadi Bunder	5	156	113
School on Wheels II	Reay Road and Wadi Bunder	4	114	90
School on Wheels III	Reay Road, Hariyana Gate	2	57	41
School on Wheels IV	Tumni Pada, Chuna Pada, Chinchpada, Keldapada	5	84	81
		16	411	325(79%)
School on Wheels V	Jaybheem Nagar - Darukhana, Reay Road	4	100	

Note: 4 units of School on Wheels class have been included in the Balwadi and NFE table

Outcomes:

- Since the inception of the School of Wheels in the year **1998** in slum communities more than **3450** children have benefitted from these classes.

- **348** children have been enrolled in formal schools since the beginning of the first School on Wheels.
- **411** children benefitted from the classes which were run in 14 locations of **4** different wards of Mumbai.
- Our coordinators and teachers constantly follow up in the community bring children to the class but some of them cannot continue because of various reasons like community shift, went to village, working, siblings care and work at home, private tuition etc. More than **75** children were in outreach in this academic year.
- **56** children have been enrolled in formal school from the School on Wheels project in the year 2013-14.
- **62%** children attended more than **50%** of the classes which are conducted every day from Monday to Friday all round the year.
- **79%** of children who were enrolled in School on Wheels were sustained till the end of the year.

Engaging children through participation in exhibition

Children were encouraged to visit and gather information regarding the community helpers in their area. They interacted with the community helpers personally and tried to know about their working and the tools used by them. Children tried to replicate the tools and equipments they observed using waste material. Space was dedicated in the School on Wheels class itself to display what contribution the helpers make to run the city. Passersby, their fellow classmates and parents enjoyed listening to the information shared by the children. Activities like these motivate children and sustain their interest in continuing their education on the School on Wheels.



Success Story

10 years old Rubina Shaikh, lives at Dockyard road with her parents and three younger sisters. Her mother is domestic worker and father works as a driver. With both mother and father gone away for work, Rubina was given the responsibility to look after her younger sisters. The teacher in one of her regular home visits found out that Rubina was a grade 2 student who dropped out from school to take care of her younger sisters.

On confronting her mother, the teacher found that Rubina's mother was reluctant to send her to school as she was worried about her younger daughters' safety in absence of Rubina. The teacher assured her mother that Rubina can bring her sisters to School on Wheels along with her. Mother was surprised as she had never heard of any such school that made such a provision. A delighted Rubina started coming to class with her sisters. The teacher engaged the younger sisters in games and other activities while Rubina once again started taking lessons in the class. Rubina's parents were also happy as they need not have to worry about their daughters' safety anymore. Rubina is showing progress in language and mathematics. She is a regular in the class and wishes to enroll her sisters in schools once they are of eligible age.

5. Mobile Library:

Door Step School is currently running a mobile library to provide continuous learning opportunities for children who are living in difficult situations from different parts of Mumbai. A major goal of Mobile Library Project is to mainstream the underprivileged children into education through various kinds of books. The library is actually a van stacked with reading material and recreational games.

Since June 2011, every day Mobile Library has been reaching out to the unreached children of Hiranandani Akroti in M ward, Mumbai. Mobile library creates quality-learning space at different **10 locations** where around **320 children** are getting an opportunity to read variety of books. The Mobile Library teacher helps children in reading, writing and provides recreational games such as carom, snakes and ladder, Badminton, etc. Children coming to the Mobile Library who are often first generation learners were motivated by the teacher to join the literacy classes and computer center.



6. Computer Center:

Door Step School started its first Computer Center in 'A' ward in the year 2003. Children visit the centre once a week according to their time table and learn basic computer skills. Every week children keenly wait for their turn as this is a unique opportunity for them to learn and get acquainted with computers. The computer teacher teaches them right from basic mouse handling techniques to creating file and folders.

Computer center tries to cover children from all levels like pre-school, primary school, out of school children, adolescent children from Balsamuha (children's group) and also youth from slum communities. It has been observed that computer center's educational and recreational activities help to sustain the interest of children in their daily class based activities. Today Door Step School runs **5** such centers in Mumbai to enhance literacy skills and provide them with basic computer knowledge.

New beginnings...

In November 2013, a new Computer Center was started in Hiranandani Akruti, M Ward which takes the count of centers to two in this area. With this we also closed down the center in Natwar Parekh compound in M Ward as the number of literacy classes run in the area also was reduced. The reach out of children through computer center will increase substantially and will also allow the existing children to get more quality hands on practicing time on the computers.

In April 2014 a new Computer Center was started in the Indira Nagar community in Sewri of F-South ward of Mumbai. With the critical environmental conditions, the staff successfully established the center and has been able to attract children to learn basic computer skills. The center being the only one in the community is really something that the children look forward to visit and learn computers, an opportunity which they otherwise would not have had.



Outcomes:

- Since the inception of the first Computer center in the year **2003** in Cuffe Parade slum community, today we have grown to 5 Computer Centers which are run in 4 wards of Mumbai and till date we have successfully reached out to more than **16,900** children.
- In the year 2013-14, total **2,794** children and youth learnt a variety of concepts from language, mathematics, science and geography through the educational software available at the centers.

- Microsoft office suite which is also a part of the curriculum at Computer Center is an added value to Youth who are seeking jobs and also encourages them to pursue advanced computer courses.
- **115** children and youth took the benefit of the **Summer Vacation Batch** which was run for 14 days. They learnt working with folder and files, Microsoft Office suite applications like word, PowerPoint, excel and publisher.
- In Ward A, as a part of the Summer Vacation batch, **3** volunteers taught children how to edit photos in Photoshop and also to use images to make a movie and adding subtitles to it using Movie maker application.
- On 2nd December 2013, parents were invited to celebrate **World Computer Literacy Day** with their children. Parents were given information about computer and their children's work.

A girl child, Anjali's mother said, "My father did not send me to school. I have spent all my life in domestic work, but in Mumbai, due the Door Step School, I got an opportunity to draw picture on computer and my daughter helped me to learn more about computers."

Table 6: Distribution of Children attending Door Step School Computer Center(2013-14)

Ward	A Ward		E ward		Hiranandani Akruti (2 centers)		Indira Nagar		Grand Total	
	No of Batches	Total Children	No of Batches	Total Children	No of Batches	Total Children	No of Batches	Total Children	No of Batches	Total Children
Door Step School	25	711	26	787	24	657	6	105	81	2260
Non Door Step School	8	152	3	22	35	337	2	23	48	534
Total	33	863	29	809	59	994	8	128	129	2794

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

Success Story

9 years old Shreyesh, studying in Std. 4th of English medium school is the only son of his parents. He was a bit uncomfortable when he used to be all by himself. He was often labeled by his school teachers as a slow learner which affected his morale and self confidence. Shreyesh felt he was a very poor performer and hence remained aloof in class. Shreyesh's mother often passed by the Computer Center and always felt that her son should also learn using computer. One day the mother came and enquired about the Computer Center and if Shreyesh could attend it. The Computer teacher enrolled Shreyesh in the class and made him comfortable.

Shreyesh soon started interacting with the peers in the class and as everyone was on the same level of learning, he didn't feel left out unlike in his formal school. Gradually Shreyesh opened up and has also shed all the inhibitions. He participates in all activities in school and also comes to Computer Center without his mother's assistance. His mother is very happy to see her young child opening up and mingling with other kids. The positive change in his personality led to his participation in a dance competition in school where he also won the first prize.

7. Community Learning Center (CLC):

The Community Learning Centre works with the basic objective to encourage children to develop healthy reading habits and thereby to build language skills. The Community Learning Centre provides access to reading and audio visual material, and engages children in variety of language building processes. Door Step School now has 2 CLCs respectively at Transit Camp and in Indira Nagar, Sewri.

Table 7: Community Learning Center status (2013-14)

Programme	Total number of beneficiaries	Total Number of books
Community Learning Center at Transit Camp	711	1500
Community Learning Center at Indira Nagar	167	876

A new Community Learning Center was started this year in Indira Nagar community in Sewri area of Mumbai. With this we also closed down the Shivshakti Nagar CLC as the number of children attending the center has dwindled down.

At Community Learning Center we take efforts to build and improve the reading, writing and speaking skills of children through various activities such as storytelling, books for reading, educational games and new information.

- Activities like listening, narrating stories and reading stories, educational games, new informative sessions and E-learning to teach English were conducted at the center. In an attempt to create

awareness about the ill-effects of tobacco products, an innovative snakes and ladders game was designed. The game was used as medium to convey the children the harmful effects of consuming tobacco on the body.

- At the CLC in Indira Nagar the activities were designed to increase the children's interest in Maths and Science. Conducting small experiments and playing with numbers through stories were some of the activities which children enjoyed at the center.



8. Door to Door Library

The Door to Door library is an attempt to reach out to children, who have remained outside the purview of DSS activities either due to their work or being school dropouts. This supports children to sustain the literacy acquired and cultivate a habit of reading. The program is run by recruiting Bal Samuha members as volunteers, who on a weekly basis visit the communities carrying a variety of story books for children in age group of 10 to 16 years. Each volunteer caters to 50 members and takes responsibility of maintaining the record of the books borrowed and facilitating the library program. This year total 4 volunteers reached out took the Door to Door library service to more than **168** children who had an option of reading from the collection of more than **1,500** books.

9. Formal School Enrolment:

Table 8: Follow-up of Students Enrolled in formal schools in the academic year 2013-14

Enrolled from	No. of Children Enrolled	Number sustained at the end of year Apr'14	Percentage Sustained
Balwadi	441	441	100%
Non Formal Education Class	104	103	99%
From the community	13	13	100%
Total	558	557	100%

This year was huge success in terms of retention of enrolled children in formal schools. All the children, except one child, continued attending the schools till the end of academic year. This can be attributed to parents' increased awareness levels about importance of education.

Table 9: Standard wise breakup of enrollment

Type of Class	KG	1 st	2 nd	3 rd	4 th	5 th	6 th	7 th	8 th	Grand Total
Balwadi	120	319	2	--	--	--	--	--	--	441
NFE	--	25	28	15	8	22	3	2	1	104
Community	--	7	5	1	--	--	--	--	--	13
Grand Total	120	351	35	16	8	22	3	2	1	558

10. Bal Samuha:

Bal Samuha consist of two words - 'Bal' denotes children and 'Samuha' denotes group, implying Bal Samuha as Children's Group. Such groups were initiated with the intention of keeping in touch with the youth of the community, who have had some association with Door Step School i.e. DSS alumni. Most of these members have been introduced to education by the efforts of the organization, and are now studying in the secondary or higher secondary schools. They fall into the age group of 10 to 18 years.

Highlights of the year:

- Workshops on poster making for highlighting the problem of pollution, drawing and essay writing competitions, creative writing and street play competition were some of the stimulating activities conducted in this year.
- Door Step School tied up with an NGO Apni Shala to impart life skills to children. Children looked forward for the Didis from Apni Shala to take activities and sessions on various skills and topics like team work, communication, setting goals for self and many more. These sessions were held with children in community and as well as in the Municipal schools.
- This year's Residential Annual camp of Bal Samuha was hosted in Naik Foundation premises where children went through computer training, personality development sessions, yoga sessions and many other activities.
- Our four girls Devi Puniya Chauvan, Anita Sevnath, Akshata Chauvan and Vandana Lalit Shaue with 2 coordinators were invited to Delhi for the campaign "From Street to School" organized by the National Commission for Protection of Child Rights on its seventh foundation day. The campaign "From Street to School" was organized to focus on children living on and off the streets without safe shelter, access to education, healthcare, leisure, and sports.

Table 10: Bal Samuha status (2013-14)

No.	Bal Samuha	No of Groups	No of working committee	No of outreach
1	Community Based Balsamuha group Babasaheb Ambedkar Nagar, Babasaheb Ambedkar Nagar (Rehabilitated), Ganesh Murti Nagar, Babasaheb Ambedkar Nagar, Shivshakti Nagar, Masjid Bandar, E ward -2	8	253	555
2	School Partnership Programme – Balsamuha group Colaba Mun. School-2, Janabai Mun. School-2, Lord Harris Mun. School-1, Shivaji Nagar Mun. School. Govandi Marathi -2 & Shivaji Nagar Mun. School. Hindi Medium-2	10	194	3629 school strength
	Total	18	447	

From Balwadi to Bal Samuha Mentor

One of the significant achievements of the Bal Samuha project was appointment of our Bal Samuha member **Santosh Rathod** as a Bal Samuha Mentor for 3 groups in Cuffe Parade. Santosh who has been with us since his Balwadi days moved on to become a Bal Samuha member once he graduated from the Study Classes. He was further inducted in the Youth group and also worked as a Computer Trainer in our Computer Center. Looking at his leadership skills, he was chosen to mentor the existing and new Bal Samuha members in January 2014. Santosh's journey from a child attending the Balwadi to working with the organisation as a Bal Samuha Mentor is really inspiring for other Bal Samuha members. Such journeys and stories are symbolic of the organisation's work in the communities and the little dent it is able to make in these children's lives.



II. School Partnership Programme

The School Partnership Programme has been a step towards strengthening the existing educational system and enhancing the schooling experience for children. The project is an effort to strengthen the education system in partnership with MCGM to improve the quality of education.

The activities, conducted directly in the school, focus on building the child's capacity to cope and making the school a place conducive for learning. The projects include Study Classes – during and after school hours, Reading Promotion, Library and the Mental Health Project. Other activities include – E-learning, competitions, workshops, educational visits etc.

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

Table 11: School Partnership Programme status (2013-14)

Sr no	Name of School	Project Initiated in	Medium of Instruction	Total Beneficiaries for the year 2013-14
1	Colaba Municipal School	1999	Marathi No. 1	278
2	Colaba Municipal School	1999	Marathi No. 2	185
3	Colaba Municipal School	1999	Hindi No. 1	515
4	Colaba Municipal School	1999	Hindi No. 2	625
5	Colaba Municipal School	1999	English	1490
6	Janabai & Madhavrao Rokade Municipal School	2005	Marathi	420
7	Lord Harris Municipal School	2010	Marathi	211
8	Borabazzar Municipal School	2010	Hindi	236
9	Manohardas Mun Sch			70
10	Colaba Market	2010	Marathi	169
11	East Byculla Municipal School	2010	Marathi	163
12	East Byculla Municipal School	2010	Hindi	563
13	Shivaji NagarMun School	2010	Marathi	539
14	Shivaji Nagar Mun School	2010	Hindi	856

15	Shivam Marathi 1	2012	Marathi	367
16	Shivam Marathi 2	2012	Marathi	358
17	Shivam Marathi 3	2012	Marathi	411
18	Shivam Hindi	2012	Hindi	576
19	Deonar Mun School –Marathi	2012	Marathi	148
20	Deonar Mun School	2012	Hindi	680
21	Abhyudaya Nagar	2012	Hindi	300
22	Dongari Mun School	2012	Marathi	226
23	Mandvi Mun School	2012	Hindi	150
				9536

1. Study Classes:

In any given class, one can identify at least 25% of the students who are way below the expected level. Many of them are first generation learners and have little or no help with their schoolwork at home. If not given additional inputs, they move through primary school without learning anything.

The study classes are meant to prevent just this from happening. Students who need additional inputs are identified. For 1 hour a day during the regular school hours, a specially appointed teacher, gives these children, special attention and works with them to reinforce their literacy skills.

Table 12: Standard wise distribution of Study class			
STD	M	F	Grand Total
1ST	67	56	123
2ND	103	86	189
3RD	98	101	199
4TH	96	57	153
5TH	27	14	41
6TH	3	3	6
7TH	4	4	8
Grand Total	398	321	719

Outcomes:

- Since the commencement of first Study Class in the year 2000, till date more than **5,800** children from municipal schools have benefitted from the support offered through these classes which have helped them cope with their studies in formal schools.
- **719** children benefitted from total **46** Study classes run in the 9 Municipal Schools of Mumbai in the year 2013-14.
- **69%** children attended more than **50%** of the classes which are conducted every day from Monday to Friday all-round the year.

Learning multiplication from concrete to abstract

In a formal school environment where children are forced to rote learn the multiplication tables, it makes the concept of multiplication quite boring to learn. Our Study class teachers take conscious efforts to introduce the concept of multiplication from concrete to abstract and help our children learn the ropes of multiplication. Methods like teaching multiplication by putting in terms of addition, using the number line to circle the multiples of a number and using beads and sticks to explain the concept in concrete were successfully used by teachers in Study Classes.



Success Story:

Being an introvert, 2nd standard girl Anagha, rarely interacted with others in class. Whenever the teacher asked her any questions, she would stare at her angrily, without replying. The teacher found that she was not able to read or write any alphabet and was disinterested in studies.

Since Anagha was found to be very quiet and also weak academically, the teacher decided to increase her involvement in study class activities and thereby, draw her out of her shell. She encouraged her to take part in singing songs and performing actions along with it. During puppet shows, she would have her take a puppet in her hand and narrate the story. The teacher made sure that she uses the right tone and uses techniques of voice modulation in order to enjoy the show. Similarly, she ensured

Anagha's participation in role plays and narrating stories in class. The intention of giving more personalized attention was to boost Anagha's confidence, public speaking skills and involvement in class. Nowadays, it has been observed that she herself comes forward and participates in activities of her own accord. She recites stories with confidence, asks other to join in singing and attempts to answer most questions in class. Her interaction with the teacher too has increased and she smiles more often. She is also able to recognize a few 'matraas'.

Appreciation came from her class teacher as she appreciated the DSS teacher's efforts to improve Anagha in particular. With inappropriate child teacher ratio in the BMC schools, it becomes difficult for the teacher to concentrate and provide personalized attention to kids like Anagha. In fact, the B.M.C. teacher has mentioned that it is largely due to DSS's efforts that kids stay in class. They recognize that children are happy due to various activities conducted in class, which makes their learning process enjoyable.

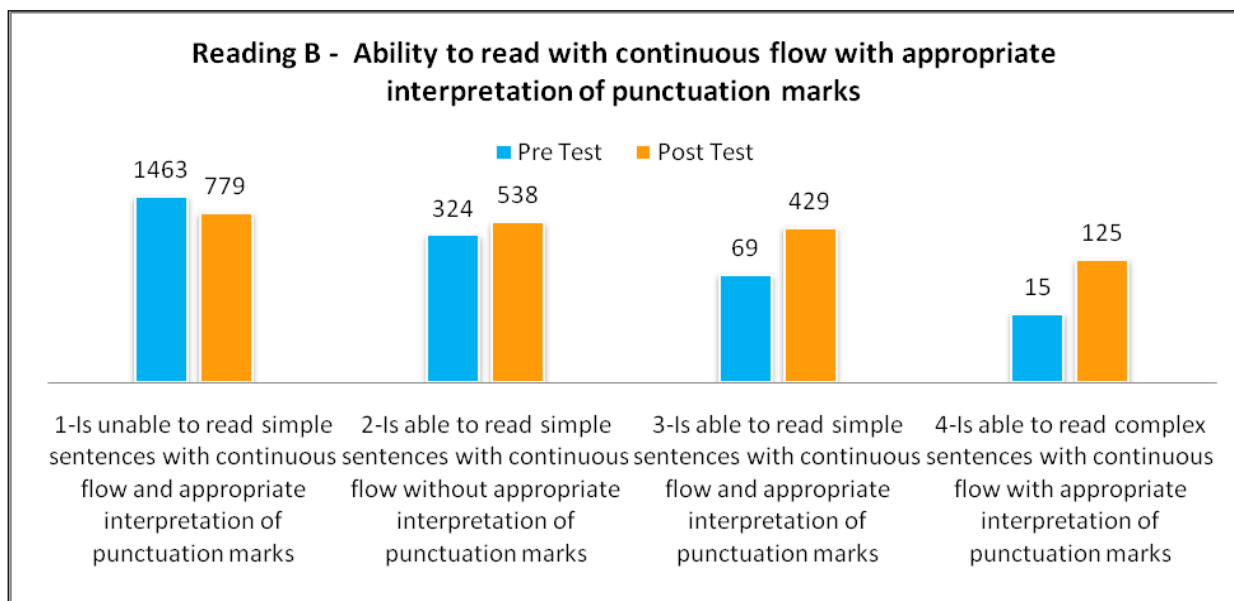
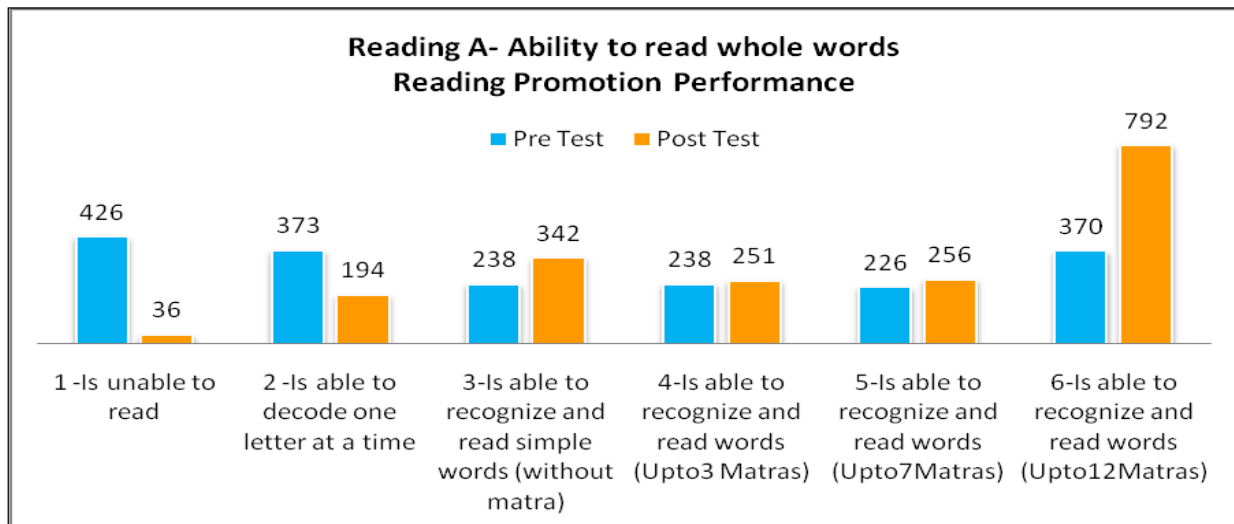
2. Reading Promotion

The ASER 2013 (Annual Status of Education Report) shows that only 41% Indian school going children in the 6-14 year age group are able to read a story, and 47.1% children are still into the letter, words and reading paragraphs. In Maharashtra, we are just a little better off with about 48% children showing the ability to read a story but still there is a room for improvement. Pretests conducted by us also showed similar statistics with approximately 40% children in grade III and IV could not read even a paragraph before the Reading Promotion Programme was initiated in a school.

Reading promotion encourages children to read and at the same time makes them to think and apply the knowledge gained. In every class of standard 1st to 4th one hour is completely dedicated to reading where multiple number of books are introduced to children under Reading Promotion Program. Reading promotion Programme has not only opened the world of books for children but has brought them close to books.

Outcomes:

- Since the commencement of the Reading Promotion Programme in the year 2008, till date more than **24,000** children from municipal schools have enjoyed the reading which has improved their reading skills. These improved reading skills build confidence in children as well as help them understand the lessons in school as they become familiar with the language.
- **5,052** children benefitted from Reading Promotion programme run in **23** Municipal Schools of Mumbai in the year 2013-14.
- Children enjoyed reading books from a collection of more than **17,632** books.
- To sustain the reading skills acquired by children, Door Step School created **Reading Rooms** in **3** Municipal schools.



Learning the ropes of language in an engaging environment...

The Reading Promotion Programme had a variety of activities planned throughout the year with an aim to enrich children's language skills. Activities like story mapping, playing charades – the verb guessing game, storytelling, forming sentences from given words,

A story is taken in 3-4 sessions through the programme. Each time a session on a story is taken up, a different aspect is highlighted. The processes used are also varied, e.g telling the story in your own words, using the pictures in the book to tell the story, reading out the story from the book. In the 3rd and 4th sessions - the children are encouraged to dramatise the story, do a puppet show, draw out a story map (concept map) through a conversation with the children, or any other innovative way involving the children.

While narrating Rikki Rabbit's story when the teacher narrated how Rikki the rabbit tied a balloon to his ear, Alok of 2nd std said he has seen on TV that such balloons often fly off into the sky. He asked if this balloon would do the same, carrying the Rikki along with it.



Success Story

7 years old girl, Kiran, was found to have a very less attention span in the Reading Promotion class. Her class teacher shared that she would stand on the desks, chatted with her friends when the class was on and would disturb them while they tried to concentrate on the lessons. Kiran would sneak out of the classroom in the absence of the teacher and would not get involved in the class activities. During the initial reading sessions she would just blankly stare at the books and sometimes would look out of the window to avoid participating in the class.

The Door Step School Reading Promoter understood Kiran's interest in playing games and action songs. She made Kiran the class monitor and asked her to take responsibility to maintain discipline in the class. Kiran enjoyed handling this new responsibility and did a great job in maintaining the class environment conducive to learn. In the whole process Kiran started taking more interest in reading as she felt being the monitor of the class she has to lead by example. She slowly started to read simple letters without

matras. The Reading Promoter facilitated the process by pairing up Kiran, with another student whose reading proficiency was better than her. Through this buddy system of reading the Reading Promoter encouraged peer learning which showed a visible improvement in Kiran's reading ability.

3. Library

Library activity ensures an access to reading material to children from Std 5th to 7th which not only inculcates reading habits in children but also provides support in sustaining the acquired literacy skills. The library programme helps in getting the children's interest in reading books beyond their routine textbooks which in turn helps in increasing their knowledge and vocabulary. The children who initially detest reading books are later found to be jumping with joy when the Reading promoter enters their class with a bag full of books. More than 1270 children enjoyed reading books through the library programme.



4. Mental Health Project

A fact which came to light after a long stint of working in the Municipal school is that a variety of children study together, which include children with special needs who are neither identified nor supported in anyway. Some of these children have Behavioral Issues, Learning difficulties, Emotional problems and Developmental disabilities.

Keeping this in mind, Door Step introduced Mental Health Project, which intends to identify and work with children having special needs and building sensitivity about their issues in the environment around. The Mental health worker appointed conducts individual and group counseling and also creates a support system by creating awareness about the issues faced by children and also tries to strengthen the child's meso system by building sensitivity about their issues.

Highlights:

- The project covered around **5,634** children in **10** MCGM schools.

- A classroom observation plays a vital role in assisting children's assessment and guides a path of line of support to be given to respective child. Classroom observation of total **508** newly enrolled children of Std. 1 was done and **60** children were identified for counseling out of which **57** were screened and **43** had more than one session with the counselor. **28** cases were successfully closed by the end of the year.
- In the current year, a total 270 of students from 2nd to 7th standard have been referred by teachers or identified by our counselor. Of this **196** have been screened and 186 have had more than one session with the counselor. **108** were successfully closed by the end of the year.
- Workshops were conducted by the counselors in the schools on topics like Classroom behavior, Study Skills, Memory & Concentration, Health and Hygiene, Peer Pressure and sessions to protect oneself from sexual abuse.
- For Parents of the children, workshops on Introduction to Balwadi & Food Habits, Role of Counselor & Nurturing your child's future were conducted to help them support their children's development process.
- The MCGM school teachers who play important role in the children's development often themselves go through a lot of difficulties, to help them cope with it the counselors conducted Stress Management workshop with 14 teachers of MCGM schools. The response was very welcoming and we plan to conduct many more with them in future.
- The Counselors also met with the special educators of Sarva Shiksha Abhiyaan for assessment of the special cases identified in schools. The cases were then discussed with the school authorities and later also referred to the Ummeed Child Development Center.



Success Story

6 years old Rajiv, studying in grade 1, was a trouble maker according to his class teacher and was referred to the Counselor. After initial interactions with the child the counselor found that Rajiv had a

very less interest in studying, was very aggressive and arrogant while interacting with others and disrespected people around him. Rajiv's classmates' were afraid of him and stayed away from him. He also chose to stay away from everyone and played alone.

When the Counselor spoke to him she realized he was unrepentant about his behavior and also that he didn't like the way his classmates ignored and mistreated him. The counselor helped him realize that his behavior towards his classmates was pushing them away from him. She spoke to his teacher and told her to appreciate him for his good performance in drawing. Rajiv enjoyed the appreciation and also tried to understand his classmates' interests. He soon realized that if he took some efforts to understand others they will also respond in a similar way. Gradually, Rajiv has mellowed down and has worked on his communication. He is involved in playing with his classmates and mingles well with them.

5. E-Learning

E-learning is a specially devised programme to introduce English to children through which attempts are made to impart basic communication skills in English in a joyful way by using electronic media. This year more than **60 children** enjoyed learning the ropes of English language through E-learning program. It was observed that children could recall what they saw and learnt through the DVDs, in the form of the attempts they made to use the words in their conversations.

Outcomes:

- **80%** children from senior group of Door Step School Balwadi could identify and articulate all words in DVD.
- Almost all the children out of **30** children of Senior group of Balwadi could understand simple instructions in English like Stand up, Sit Down, Keep quiet and many more.
- Most of them could also recall the names of the objects which were shown through pictures to them.

Similar programme was run for children attending the community based classes in **Ward M**. Total **325** children benefitted from the programme and by the end of the year were confidently greeting their teacher and peers in English. The E-learning teacher, Swati, was beaming with joy when an 8 year old asked for permission to enter the class. The little boy asked, "May I come in the class?"



6. Workshops and Extra Curricular Activities

Workshops on the concepts of language, geography, mathematics and science were conducted by in house and external resource persons. In the workshop conducted by Mr.Andhare from Adhyayan group, while learning about the planets in the solar system, Chirag exclaimed, "We will not be able to survive on Mars planet as the atmosphere there is not favourable for us."

Extra Curricular activities like drawing competitions, elocution competitions, Vachan mela, diya decoration during Diwali, literacy day celebration, magic shows, science day celebration, encourage children to attend schools everyday and also sustain their interest in learning.



7. School Bus Service

One of the major reasons behind irregularity and drop out of children from municipal school has been unavailability of parents to drop the child at school. Parents, who leave house to make ends meet, find it difficult to remain at home for child's education. As per RTE the school has to be within a radius of 1 km, even if the distance is less than 1 km the ability of child to reach unescorted from traffic of Mumbai city is questionable. Hence, sometimes on the grounds of safety, parents prefer to keep children at home. The School Bus Service was started with the objective to increase the regularity and reduce the dropout rate of school going children. This Bus Service started by Door Step School motivated the parents to send their children to school. **68** children of **E ward** have benefited of bus service.

8. Sponsorship Project

Along with the regular team meetings activities like diya decoration, writing and drawing events, girls participated in human chain formation on World Literacy Day and walkathon took place. Celebration of International girl child day was done by visiting Phoenix mall. The 150 Nanhi kalis sponsored girls actively participated in all the activities.

Success Story

Akanksha Gupta was sponsored through Nanhi Kali sponsorship project. She was in 10th and was a bright student but she had no help in studies as there was no one who could assist her in studies. Akanksha's father works as a photographer at Gate Way of India and earns Rs.1000-1200 only on the day he gets clients. Due to bad financial condition she could not even buy books for studies as the entire money goes in the welfare of the big family. With the help of nanhi kali sponsorship she was not only provided with books but was also provided guidance in studies and as a result she secured 88.40% in her board exam.

III. Training Cell:

At Door Step School, developing the field level team's abilities is of utmost importance. Few members of that team come with qualifications that enable them to fulfill the responsibilities expected of them. The Training Cell steps in here, creating content and devising sessions that enable them and in turn the field level team to build on existing skills and knowledge, always keeping in mind the ground level experiences that they are simultaneously learning from.

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

Teams of	No. of Members	Training Days
Balwadi Teachers & their Assistants	38	22
Teacher of community based NFE and Study Classes (Wards A, B, E, F-South & School On Wheels)	20	32

Teacher of community based NFE and Study Classes of Ward M	11	31
Study Class Teachers (School Partnership Project	12	28
Reading Promoters	36	37
Coordinators	23	5
Besides the above mentioned, 10 coordinators, 2 trainers & 3 counselors attended 3 days of training on Child Sexual Abuse conducted by a fellow NGO, Arpan		

Training for all these groups focus on 3 aspects developing professional understanding and insight, documentation and record maintenance and personal growth. For this, schedule is prepared for ever quarter utilizing 2 Thursdays & 3 Saturdays a month, and the period pre and post vacations. These trainings are generally a two way process offering ample room for sharing and discussion. To bring in a sense of freshness, persons with expertise and experience in the field are invited as resource persons to take a variety of sessions. This year some of the resource persons invited brought with them a lot of fervor. One such volunteer, who had started in the year before, worked with the teachers on geometry and maths. Two books she introduced as an example of stories through which we can talk of maths have been incorporated as supplementary reading in the revised maths curriculum to be introduced in our classes.

A Tribute to Womanhood on March 8, 2014



Bringing with them one book in which there was a female character who caught their attention, the teachers gathered in a big hall hired for the day's training. Divided into groups of 6, the women collated the traits of these female characters. Choosing a symbol to represent woman hood, the teachers then created posters like this one and presented them to their peers, at the same time sharing with their peers some of the discussion that had ensued in the process of collating the traits, choosing a symbol and finally preparing the poster. Many personal stories were shared as a part of the process, some of strength and some of pain, making this a very meaningful experience for all gathered that day.

A few practices initiated by the Training Cell as experiments can well be touted as best practices today and are worth a mention here. They are -

- 1) *Guided reading* of supplementary material for the trainees during the sessions, used as base for imparting information and also for discussion,
- 2) Level wise annual *Goal setting* by each teacher for her class, the framework being the base for this exercise. This allows the teacher to set the path she is to follow through the following 9 month which effectively comprise the academic year,
- 3) Time dedicated weekly or fortnightly for *Mukta Lekhan*, i.e. Free expression on paper (this differs in each programme, as it depends on the number of hours children give in class). Taking away the monotony of written exercises and the hesitation because of writing something wrong, children revel in doodling, sketching, labeling with words or phrases and gradually moving on to writing in whole sentences and paragraphs at their own pace, all the time feeling a sense of pride in their own work.
- 4) *Science in the Balwadi*, and
- 5) *Wealth from Waste* for art and craft also in the balwadi, both challenges that the teachers seem to enjoy and so, in turn, do the preschoolers.

Besides the ongoing training schedule and the observation of classes and handholding offered in the field,

- 1) Trainers conduct workshops with children in the community based classes as well as those under the School Partnership Project,
- 2) Prepare material that teachers can use directly in classes

- 3) source and sometimes help in distribution of books and educational material,
- 4) mentor the CLC facilitators and undertake many such tasks. Capacity building is therefore as important for the trainers themselves as for the teachers and coordinators.

A very interesting and enriching opportunity two of our trainers got this year was that of being a part of the Library educators course supported and designed by SRTT, in collaboration with Vidya Bhavan Society, Udaipur. This is a course designed for field level librarians, story tellers and all those who help children engage with books. This six month course was offered in dual mode, incorporating 11 days of contact spread over 3 contact sessions and the rest of the days in distant mode with onsite mentoring, internet support during which participants had to complete 3 assignments and a field project. Interactions with the faculty were enabled through email and a website forum. Reading material of various kinds was shared. More information about this is available at <http://libraryeducators.in>.

The direct impact of this course will be on the Reading Promotion Programme but will also benefit our language learning component as a whole.

Other interesting trainings trainers attended were one on Story Telling organised by Comet Media and another on Disaster management, They also attended a workshop on designing reading based innovative projects organised Read Alliance and an exhibition on new developments in education organised by Quest. One of our trainers was invited to be a part of a panel on An Educators Experience of Education on Teachers' Day. For the trainers who are always looking for something new to learn they look forward to any such exposure they can get.



Networking:

We believe that we alone can make the change happen and hence networking and collaboration is a very important aspect of our work. We outsource and seek help from other organization who have expertise in certain areas of our work. Below are some organizations and institutions with whom we worked in this year.

1. I Create: Conducted Workshops for children and youth to learn about how to set up an enterprise.
2. Apnishala: Conducted life skills training sessions for our Bal Samuha groups.
3. Save the Children, India Chapter of Save the Children International: We provided consultation for the new project they started on the lines of School on Wheels of Door Step School.
4. GT Hospital and Bhatia Hospital: Health check up for children and informatory sessions for our staff.
5. United Way of Mumbai: Invited to exhibit the organisation's work in the event Madhyam.
6. UBM: Invited to exhibit the organisation's work in NGO India Exhibition.
7. Cathedral School: Invited the children for participating in art and craft activities.
8. Adhyayan: Rajiv Vartak's group conducted workshops with the children in Municipal schools on subjects like Geography, Science and Language.
9. Rotary Club Madhubala Nights – Rotary Club of Shivaji Park.
10. Vidya Bhawan Society – Our trainers participated in the Library Educators Course.
11. Vision Foundation – Total 220 people from the slum community took the benefit of the eye check up camp.
12. Homi Bhabha Science Center – Children enjoyed experiments and worked on them handson.
13. Jeevan Vigyan Academy – Organised Yoga and Meditation sessions for our staff members.
14. To provide children a creative space to learn while having fun we visited Chatrapati Shivaji Maharaj Museum, Bhau Daji Lad Museum and were invited by Mohile Parikh Center. We thank them all for encouraging children to think and learn more creatively.

Volunteering:

Volunteers come with different skills and expertise, sometimes with only a desire to serve the children from our communities but definitely they make a huge impact on the children whom they work with. We thank each and every one who has played some or other role as a volunteer, be it in field assisting the children with their studies or in the office assisting with the administrative work. Your zeal to work for the cause of children's education is what keeps us motivated to achieve more and touch the lives of more children.

This year through employee volunteering corporates like Goldman Sachs took children for a open deck bus tour and nature park visit, Diebold gave us an opportunity to exhibit our work in Diwali celebration, UBS volunteered in Diya decoration activity with children, Tata Motors volunteers helped in organizing Reading activities in schools, HSBC and Rabo Bank volunteers assisted children with Reading and English E-learning.

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



Ms. Sanskriti Singh, a volunteer, who had started in the year before, worked with the teachers on geometry and maths. Two books she introduced as an example of stories through which we can talk of maths have been incorporated as supplementary reading in the revised maths curriculum to be introduced in our classes. The workshops and field trips she organized for children have been very insightful and engaging.

I. Pune Highlights: 2013-14

Door Step School (DSS) has great pleasure in presenting the annual report for the year 2013-14.

To introspect and reflect on our work has always been a part and parcel of our strategy. To share our thoughts and future plans along with the work done, enhances the process further and helps us refine/redesign our goals and methods of achieving them. We know that you are just as concerned about the children, the beneficiaries of our programmes, as we are; and also that you appreciate our work. And hence, with great pride we announce that this year two of the pioneers of **Door Step School, Mrs.Rajani Paranjpe** (Founder President) and **Mrs.Bina Lashkari** (Co-founder; Secretary Door Step School; Director, Door Step School, Mumbai) have received awards in honour of their immense work in the field of social service. **Mrs.Rajani Paranjpe** was presented with the '**Viewer's Choice**' award in the '**Amazing Indians**' series, an initiative of **Times Now** group; and **Mrs.Bina Lashkari** was awarded the '**Stree Shakti Puraskar**' by the **President of India Mr.Pranab Mukherjee**.

With the continued support and faith of our funding partners, volunteers and tireless efforts of our staff, we bring you this year's annual report with success stories that will help you experience some of our satisfactions and successes yourself; and also some of the obstacles that continue to challenge us.

Here are our smiles and tears!

Smiles: 😊

😊 **Pune Education Department** approved funding Rs.300/- per child towards transport of children from construction sites attending municipal schools in PMC limit. They agreed to and did reimburse us from June 2013.

😊 **Vidya Valley School** loaned us their school bus with a driver and attendant to take 200 DSS children to school. Their commitment for the entire academic year ensured the children attended school regularly.

😊 Teachers from **19 PCMC Schools covering 98 classes** (Std.II to Std. IV) participated and helped in the Reading Class program giving us hope for the sustainability of this program in all schools.

😊 **Quest**, a well-equipped science and math activity center, founded by Mrs. Malati Kelkar has proved to be a boon for developing scientific temper in DSS children. All our children actively participated and displayed projects in a science exhibition specially organised for them this year in Pune. Every year the exhibition is organised for all Quest students including those from elite private schools as well as DSS children. Parents of the children visited with enthusiasm and were proud to see their accomplishments. Six children also participated in the event organized by **TIFR in Narayangaon**. They confidently explained their exhibits to thousands of visitors.

☺ **Linking B.Ed colleges with local schools:** We have guided the students of B.Ed. College in Alandi to replicate a program similar to 'Grow with Books' in the local ZP school. This will continue every year, with the new batch of B.Ed. students taking responsibility from their seniors.

☺ Similarly, the students of **MIT B.Ed. College, Loni Kalbhor** were given orientation to survey and identify 'school ready' children at the construction sites on their campus. They were surprised to find more than 40 children who were not going to school! They are now taking ownership of this project and will enrol the children when the schools reopen.

☺ **Volunteers** designed and managed **English classes for Std.V** children in 34 PMC schools through the year ensuring each school got 25 hours of teaching time.

☺ **In June 2013, Dr. Vishakha Tumne**, ex principal, Talegaon School, distributed the DSS books in all primary schools in Talegaon. The response was so positive that she now hopes these books are prescribed in all primary schools in Maharashtra.

☺ **NCL English Medium Primary School, Pashan, Pune** has **prescribed DSS set of books** in addition to the ones recommended by the Maharashtra School Education Board in their primary classes.

☺ The **Texas and Canadian Bruhan Maharashtra Mandal** have paid in advance for entire sets of DSS books to be used in their cultural centers.

☺ The success of our school intervention program, '**First Steps Forward**' exceeded our expectations due to the expertise developed for implementation and replication. **90% of the children who had 80% attendance in school reached the expected learning levels at the end of 1st standard.**

☺ **Parents' Participation in Children's Education** is just a year old program but has already proved that an innovative approach to an existing problem can lead to new solutions. Due to this strategy, we already see **a positive shift in parents' attitude** resulting in increased enrolment and continuity of children in mainstream schools.

☺ **Young citizens** between the ages of 8-12 years have set an example for their seniors by: Collecting and/or donating their pocket money

Raising money by making and selling 'nimbu paani' in school fairs



Children of Param Yoga class donated money they had raised by selling craft articles they had made



10 year old Ishan Kulkarni taught one class at 'Forest Hills' and now plans to teach regularly when the schools start



Anna Priya, an eight year old in San Francisco raised money for DSS by hand stitching various articles and selling them at a farmer's market. During her visit to Pune, she donated the money to DSS. She will never forget her visit to a site class where she learnt that she can make a positive difference in people's lives. She has vowed to support DSS' cause to help create a better and equitable world



Awareness about DSS has increased in Aundh area and often people walk in to ask us how they can help!

☺ **Tracking migrant children** has increased from 43% last year to 49% this year.

Tears: ☹️

☹️ The more we track, the more we notice that **lesser percentage of children continue going to school** in the new place. When we started collecting data for tracking in 2011-12, of the 12% tracked children, 86% continued schooling. Last year, 43% were tracked of which only 59% continued schooling. So we need to put more effort to ensure all children who pass through the gates of DSS continue going to school no matter where they are.

☹️ DSS reached out to more than 13 thousand children at 139 construction sites. But at any given time, we had only about four thousand children who we worked with and that too, not the same. If we were to treat this as a sample, then the problem is magnified 20 times, as the number of construction sites in Pune is that much more. So, almost 1.5 to 2 lakh children make up this **floating population only in the construction industry in Pune. One third of these i.e. about 50 to 70 thousand are school-age children that are deprived of their basic right to education.** We need to bring this to the notice of policy makers and appeal for urgent measures to be taken to contain this problem.

☹️ The percentage of **children with 80% attendance in municipal schools is very low.** We need to develop new approaches to find solutions to this problem.

☹️ We need to **work for a more proactive response from municipal schools** to encourage their class teachers to actively participate in the Reading Class program.

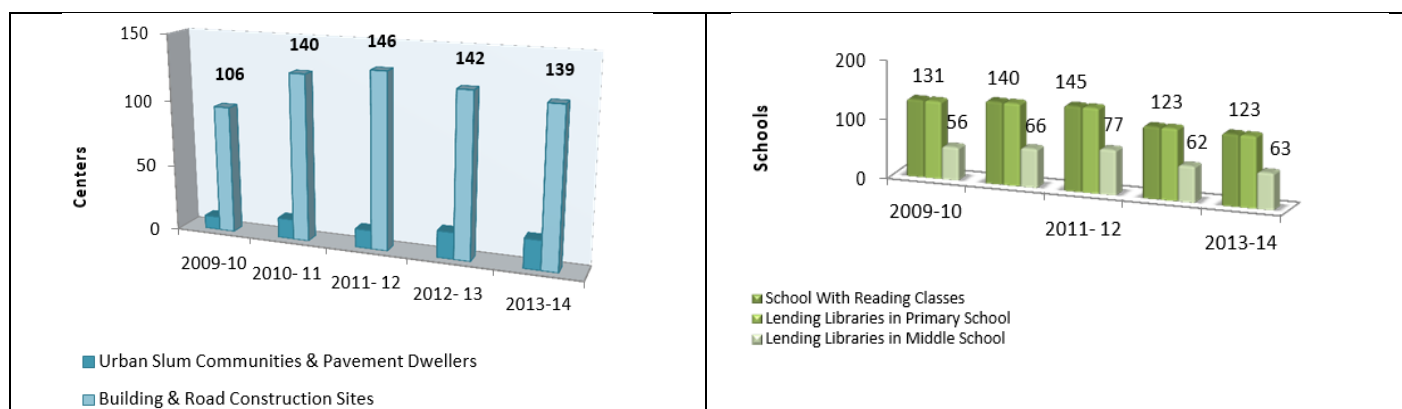
☹️ Although we have a dedicated staff, who work sincerely at their present pay scale, we have not been able to raise funds to **increase their basic pay from Rs.3000/- to Rs.5000/-.**

We hope we are able to convert all the above mentioned 'tears' to 'smiles' in the shortest time possible.

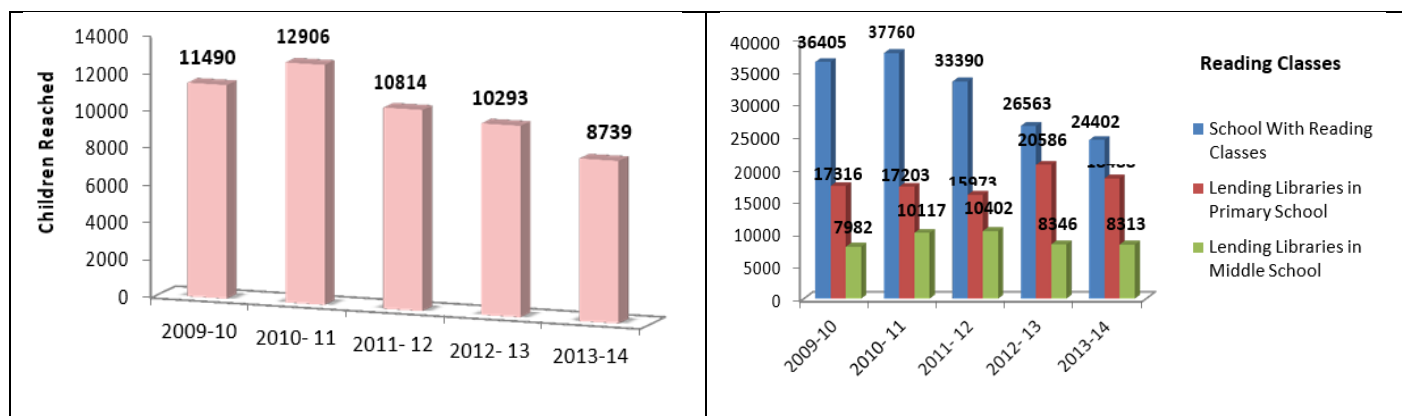
II. Activities at a Glance

Our programs – The last five years at a glance

A. Project 'Foundation'



B. Project 'Grow with books'



C. Computer Learning Centers

CLC	2009-10	2010-11	2011-12	2012-13	2013-14
Computer Classes	224	212	216	154	216
Community Based Libraries	660	712	664	527	664

D. Activities at a glance

Programs		Activities	Total No.	Number Of Beneficiaries
I. Direct Education (139 Locations)	Literacy programs	Pre Primary Education (Balwadi)	133	3922
		Study Classes	109	2414
		Total		8739
	School Support Services	No. Of Crèche Children	120	4432
		School Enrollment	83	867
		School Transportation	67	1289
	Community Learning Centers	Children Going to School by themselves	51	499
		Community Based libraries	5	177
		Reading Room	5	487
		Child to Child libraries	10	310
		Computer Classes (At 2 Location)	26	216
		Science Labs	1	70
II. School	Project	Reading Classes library in school for	123	24402
Intervention (123 Schools)	Grow With Books	Std I to IV		
		Lending library (in schools) for Std. I-IV	123	18488
		Lending library (in schools) for Std V-	63	8313
		Publications	48	
		Book Stock	152032	
III. Training	Parivartan	New Teachers Training	44	
		Refreshers Training	145	
		Book Fairy Training	198	
		Parent Participation Program	13	
		Management Staff Training	55	
		Training For Other Organizations	205	

Every Child Counts-Citizens' Campaign	
Sites Surveyed	455
Children Admitted	506
Volunteers Involved	120

Parents Participation in Children Education	
Construction Sites	199
Parents Interviewed	1275
Children Located	1749
Children Admitted	693
Volunteers Involved	15

III. Project Foundation

Educational Activity Centers

In 2013-2014 our **Educational Activity Centers** at **Construction sites** continued to receive **full or part financial support from builders at all 139 sites**. Getting builders' full financial support is crucial to sustainability of this program, since it reduces our dependency on external funding to run these centers. Our partnership with builders continue to progress with great strides and our builder partners are additionally providing better facilities, helping with parents meetings, conducting events and providing snacks to the children, beyond just financial support. **We have come a long way and greatly appreciate and value this partnership.**

We covered 13,171 children (including 1050 children from 22 slum communities and pavement dwellers) through our education programs targeted at children who are 0-14 years, at our **Educational Activity Centers** on **139** construction sites through our four core programs:

1. Child Care Centers (Crèche) - 0-3 years
2. Pre-primary education (Balwadi) - 3-5 years
3. Literacy Classes - 6-14 years
4. Study Classes - for all school going children

These 4 programs have their own specific requirements and are supported by various activities.

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

4432 children **availed our day care facility at 120 (86%) construction sites**. Taking care of the younger siblings (infants and toddlers) has become a critical activity for us so that the older children may attend school.

A separate teacher takes care of the younger siblings. At centers where there are less than 6 infants, our onsite staff attends to them.



2. Pre Primary Education Centers (Balwadis), 3-6 Year Age Group



- **3922** children were reached through the Balwadi classes last year.
- Early motivation and preparation (for both children and their parents) for school.
- Developing fine motor skills etc through toys and play.
- Using the **“Learning through Projects”** methodology, where the child is taken through topics like “trees”, “flowers” etc, one topic every month.
- Month wise calendar of topics is followed uniformly at all our 'Balwadis'.

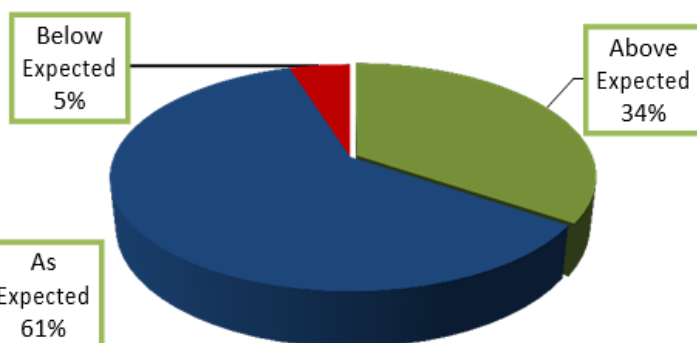
Ayush is a three and a half year old student of Balwadi. His has two older sisters; one in Std.III and the other in Std.V. He often sits with them when they study. When the study teacher was teaching 'kana matra', he came forward and started teaching the 'kana matra' just like the teacher!

When study class teacher drew the picture of Gandhiji for a project and started giving some information about him, Roshini a Balwadi student, said 'Gandhiji is not dead, he is alive even today'. The teacher asked her why she said so. Roshini replied, 'Every currency note has Gandhiji's photo. If it is not there then the note dose not work'!

3. Educational Activity Centers - Literacy Classes - 6-14 Year Age Group

Literacy classes for children who are unable to attend mainstream schools due to various reasons.

2403 children were provided education through these classes.



EXPECTED LEVELS based on ATTENDANCE

1 TO 50 DAYS = LEARNING ALPHABATES

51 TO 90 DAYS = ALPHABATES COMPLETE

91 TO 120 DAYS = MATRAS COMPLETE

ABOVE 120 DAYS = COMPOSITE LETTER

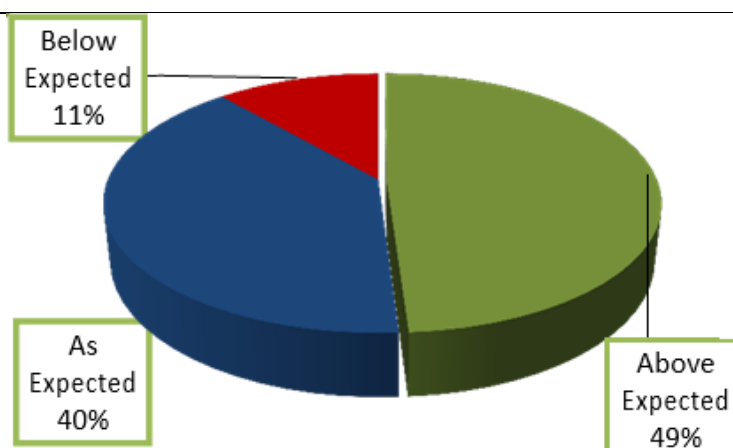
We can see that 94% of children were either at the expected levels or above the expected levels of literacy. This data also includes children who have migrated or dropped out.

4. Study Classes: School going children in the 6-14 Years age Group

Helping children enrolled in age appropriate standards in school to keep up with the school work.

Focusing on basic literacy and numeracy skills.

The 'reading ability' tests conducted in municipal schools help us to assess the study class children's performance.



We can see that 89% children are at or above the expected levels.



Mubarak Shaikh is a smart and sincere student of Std I. He was happy to see his mother attend a parents – teachers meeting at school. However, at the end of the meeting, when the parents were asked to sign the attendance sheet, he was upset to see his mother apply her thumb impression whereas some of other parents had signed!

Soon after going home, he told his mother, “Don’t worry. I will teach you to read and write. Next time you will be able to sign at the Parents’ meeting.”

Sure enough Mubarak’ mother has started learning and can sign at parents meeting at school.

The academic performance of our children attending mainstream schools continues to remain good. Our teachers agree that children who attend our study classes generally do well in schools.

The state government conducts a test for all 2nd standard students for entry into special schools called ‘Vidya Niketan’. These schools are meant for students of Standard III to VIII with higher academic potential. School uniforms and transport is provided free of cost to these children. We are proud to announce that this year **6 Door Step School children were selected to join Vidya Niketan Schools this year.**

Apart from these four core educational programs our team has been working on a few other Interventions necessary to make children’s education self-sustaining.

A. Mainstreaming children through Enrolment into Government Schools.

Some details and observations:

- 965 children were enrolled into municipal schools last year and supported with school transport, study classes and access to reading material other than text-books.
- Literate parents, especially the mother, encourage their children to go to school.
- **About 15% of the newly enrolled children already had a base of education from their previous locations.**

"I am Mariam Rathod. I have been with DSS since 2009; first as a student of ‘Balwadi’ in ‘Garden City’ near Karve road. I then had to move with my parents to ‘Sarathi’ site in Pashan for a few months. In 2010 I gave an external exam for Std.I and started attending Shastrinagar School in Std.II. But soon my parents had to move again so I was in Mohammadwadi. DSS once again helped me get admission in a school. Last year I moved to Wagholi and I am now a student of Std.VI. Thank you DSS for helping me go to school in every location that my parents have had to move!"

B. Tracking Migrant Children

Discontinuity of children's education is inherent to the nature of the construction business, necessitating migration of entire families from one site or city to another. This requires 'tracking' of children who move with their parents.

Some details and observations:

- Creating awareness among parents and advising actions to be taken before and after migrating
- Need to improve ways of creating awareness among children for continuing in schools
- Tracking **1728 (49%) of the 3543** children who migrated from our centres
- **Of the tracked children, 1013 (59%) were confirmed to continue schooling.**

Twenty-five percent of the total children who enrolled with us were enrolled for less than 10 days. These are children of visitors or workers who are contracted for short periods at the construction sites. Though they are at the sites for a very brief period, we hope that their exposure to education will encourage them to seek out schools wherever they move.



Parents are repeatedly told to inform us before moving from their present location and also advised to take a Transfer Certificate (TC) for their children from the school they are enrolled in. Some parents have now begun to heed this advice. Parents of Tikeswar had to move from the Prasun Savoy site. As a result they telephoned the teacher and asked her to help them get the TC for Tikeswar so that he could get admission in the new site.

Pooja Ekwar, a six year old Std.I student attended the study class at Shobha Ivory. In December, her parents shifted to their village. Her father called us to tell that Pooja was continuing in school and gave us all the details. A few days later, Pooja called us up. She had looked up the number in 'My Book' and told us to speak to her new teacher to confirm the name and address of her new school.

C. School Transport Facilities

Providing school transport is a critical supportive service. Transport is needed for taking children to municipal schools as well as for gathering them from different construction sites to one location for conducting classes.

Some details and observations:

- **Provided school transport to 1289 children from 67 construction sites** using 4 of our own vehicles, 1 PMT bus; Vidya Valley School bus, Sri Sri Ravishankar Trust's school bus, a bus given by MNS nagarsevak in Bhavdhan/Baner and some private vehicles.
- **499 children from 51 locations either walked to school or used a means arranged by their parents** - a significant milestone in parent involvement in the education of their children.



Children from Mudra and Kumar Sidnachal sites are also enrolled in P.M.C. School and go to school in a DSS bus. The DSS teacher in the bus takes their attendance and submits it to the school teachers. They appreciate this as it saves their time and often praise the DSS teachers for their records. The headmistress called the entire staff of the school and showed the attendance format to them.

D. Special Initiatives for Environment and Hygiene Awareness:

Our last year's programmes have been implemented this year as well with enthusiasm and understanding:

- **"Parisar Abhyas" Program** designed in partnership with Praj Foundation to promote **"Environment Awareness and Education"**. The program reached **1478 children at 25 centres** through trainings and educational activities.
- **Water Sanitation and Hygiene (WASH)** in partnership with Kirloskar Foundation at 25 construction sites covered over 650 children.



E. Math and Science Activities

Quest: Quest is a well-equipped science and math activity centre for children founded by Mrs. Malati Kelkar. The qualified and experienced Quest teachers impart knowledge with patience, eagerness and love to inculcate scientific temper in our children hoping such experiences make them keen learners for life. 134 children from 7 different locations attended Quest once a week.

This year Quest organised:

1. A science exhibition in which only the DSS students participated. This was a major activity as all the children were encouraged to be actively associated with it. They made and exhibited charts and working models based on their scientific understanding of everyday occurrences and also explained how things worked to all the visitors with clarity and confidence.
2. A visit to Science Adda Exhibition to give them an exposure to educational activities outside school. They get an inkling of what science is and how vast and useful it is.
3. Participation in Narayangao Exhibition. Six children from DSS put up two exhibits in an exhibition organised by TIFR in Narayangaon. They confidently explained their exhibits to thousands of visitors. This exposure has encouraged them to develop their scientific thinking.

When the teacher at the EAC, Laxmi Garden, was teaching the differences between living things and non-living things she planted a small sapling in one pot and a pencil in another. The children watered the pots every day. After a few days, the sapling grew bigger and leaves began to grow. When the teachers asked the children for their observations and inferences, the children immediately said that the plant is a living thing because it now had leaves but the pencil was unchanged and so was non-living.

IV. School-on-Wheels

School on Wheels is our flagship Program and also lends itself to the name of our organization, Door Step School. The bus, designed in the form of a mobile classroom, is typically used in situations where an allocated space, a tin shed or a room is not provided by the builder either due to procedural delays or occasionally due to non-cooperation. Rather than wait, we then begin our classes in School on Wheels.

The Educational programs and activities listed in Section I under Educational Activity Centers are all replicated on the School on Wheels bus. The key difference is that support at our Centers at Construction sites is available 8 hours a day, while the bus is present for 2-3 hours at one location and covers 2 or 3 locations every day. This helps us reach more communities and children.

Some details and observations:

- The 'School on Wheels' bus was used at 6 locations covering 237 children.
- It catered to children from smaller construction sites and nomadic settlements where setting up a classroom was not practical.
- The bus was also used this year for transporting 82 children from 9 sites to school.

***Gagan Arena** is one of the sites where the bus was parked every afternoon since 1st August, 2013. As a matter of routine, every few days the teachers go to call the children in the surrounding areas.*

*On 27th September they found two new children **Rahul** age 8 and **Karan** age 6 playing in the parking lot. They were told about the School on Wheels bus and Rahul immediately came running to the bus; but Karan went rushing to his mother who was working on the third floor of the building under construction and told her that two ladies had kidnapped Rahul and taken him to the bus! The mother got worried and came running to the bus along with Karan only to find Rahul happily engrossed in an activity the teacher was conducting along with the other children!*

The teachers reassured her and told her to sit down and watch the children in the bus. After some time she admitted that she was new to the site and had made a mistake and asked for more details about our activities. She was very happy to know that we would assist her in getting the children enrolled in a nearby school. The next day itself the two children were enrolled in Mohammadwadi School and now they attend school regularly.

V. Community Learning Centres

Community Learning Centres are our umbrella locations for addressing different literacy needs of **nearby Communities**. Door Step School currently runs two Community Learning Centres (CLCs) - the Dada Paranjpe Abhyasika in Dattawadi for which we appreciate the continued support of Tapobhumi Housing Society; and the Bapusaheb Chowgule Center in Shivaji Housing Society. This year we have returned the latter premises to Ms. Usha Deo as she has now returned to India and the CLC has now shifted to Asha Nagar nearby. We reached over 1500 children through the various programs at the two community centres.

Facilities available at the CLC are the same as the EAC at construction sites plus the following:

- Reading Room for Std.I to Std.X children – access to reference books and a quiet place to study
- Community Library for children and adults
- Child to Child libraries – 10 children run these in 10 locations. Each has a bag of 50 story books that other children borrow. 310 children made use of this facility.
- Computer Center – Implements computer literacy curriculum based on needs of the community; content customized separately for 3 groups, standard 3rd to 4th, 5th to 7th and 8th

to 10th. The curriculum for 10th standard upwards is equivalent to MS-CIT (Maharashtra State – Certificate in IT). Another course for housewives and students who have passed Std X is also available.

- Alternate Science Practical – Under a teacher's supervision, children get hands-on experience of conducting simple experiments, to consolidate the basics of science taught in school.

Vivek Bhola is a study class student. The teacher had made all the children sit in a circle and was about to tell them a story when Vivek Bhola, a student of study class, asked if he could tell them a story. He told four stories from the Ramayan- Ram-Laxman, Sita swayamvar, Ram-Ravan war, Awakening of Kumbhakaran. He spoke for 50 minutes with all the children listening attentively! He had read these stories from a book that he had borrowed from the CLC library.

Last year DSS had organized a science exhibition in which the students displayed their talent. Raju from the site 'Simplicity', made a working model of a battery operated lift. He was thrilled when he won a prize and received a medal. He showed the medal to all the people at his site. The site in-charge gave him Rs.100/- as a token of appreciation.

The CLC in Dattawadi has an e-learning centre that has proved to be very helpful for all the children. They have practice modules in all subjects for Std.1 to X. The big screen is attractive and children have fun while learning. They conduct quizzes and solve puzzles in Maths and Science. A dictionary activity is also used to increase vocabulary. The children use it for all their reference work and school projects.

Other Activities

Apart from this, the Community Learning Centres have become a platform for a variety of additional educational activities for the children.

- Long Jump: 3 Gold, 2 Silver & 3 Bronze medals
- Running: 2 Gold 2 Silver & 2 bronze medals
- Shot put: 2 Silver medals
- Lemmon & Spoon: 1 Silver medal
- Relay race: 3 Silver medals

- Most volunteers teach children English or Sciences on a daily or weekly basis.
- Trips and picnics are arranged to parks, cultural heritage sites and other places of interest around the city to provide the children with a varied exposure.
- Some entertainment and fun events are organised for the children on special occasions like Independence Day, Diwali and Christmas.

Khel Khel Mein (Sports Day):

This event sponsored by Concern India Foundation gave the children their first exposure to organized sports day and the opportunity to compete with children from other NGO's. 25 children from the Community Learning centers participated.

They were very excited to see a huge playground and won 5 Gold, 11 Silver and 7 bronze medals in the various athletic and sports events. To achieve this, our sports teacher had trained all the children. Pooja Podha, a regular volunteer, showed a sports video to explain the rules of the events.



National Science Day:

National Science day was celebrated on Feb 28th at Dattawadi centre. 11 students participated in the morning session. They conducted experiments to show that air contains oxygen and oxygen is required for burning. Various science formulas were explained to the children. They were also shown a science video.

In the afternoon between 3.30 to 4.30 p.m., various apparatus were shown to reference library and study class students. Sakshi Pardesi explained and showed use of 'filter paper'. Then Gauri Birajdhar performed an experiment "Air occupies space". About 26 students participated in this session.



In the evening between 6pm to 7pm, the teacher explained the use of various science apparatus and discussed acidic and alkaline products.

An article on the importance of science in daily life was written on the board and children were asked to read the same. Information about various science institutes like Vigyana Bharati, Jawaharlal Nehru Science Centre, Homi Bhabha Science Centre, Lok Vigyan Sanghatan, Andha Shradha Nirmulan Samiti and their work was discussed with the children. Also information about Dr.Homi Bhabha and his contribution in setting up research institutes was discussed with children.

VI. PROJECT GROW WITH BOOKS

This project consists of our school Intervention Programmes. We are very proud of the impact of this program and the widespread benefit to thousands of children.

- After 14 years, it covers nearly **35,000** children from **123** municipal schools in Pune and Pimpri Chinchwad areas.
- More than **24,000** children, including more than 8,000 middle school children, regularly benefit from the home lending library.
- In all, the children have access to a stock of **150 thousand** books.

This project consists of three interdependent programs that have evolved based on children's requirement. Although the Reading Class program was the first to start, we now start our intervention with First Steps Forward in Std.I and then take up the Reading Class and partner it with the Lending Library.

First Steps Forward: Many children do not reach desired levels even after 4 years of schooling. This program was designed with the aim of helping 1st standard children reach expected levels of learning. The objective was to **enable 85% of children attending 80% of the school to read their standard appropriate text book**. Encouraged by the phenomenal results of the pilot, the program was extended to all schools where we work in 2013-2014. The overall results were very encouraging and in the **123 schools where we introduced this Program, 90% of the children reached the expected learning levels at the end of 1st standard as compared to just 7% in 2010-2011.**

The program is executed by:

- Providing additional support classes for practice.
- Reinforcing learning by using specially designed teaching aids.
- Specially training our book-fairies (the field workers of DSS) for using teaching aids
- Conducting Fun and Learning camps during Diwali vacations.
- Distributing practice booklets to be solved during vacation
- Enlisting the help of siblings, parents, teachers for further help.

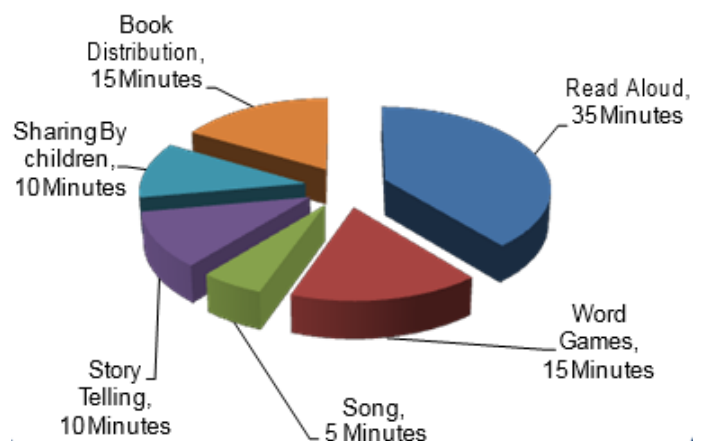
Reading class program and Lending Library

The activities are conducted by one or two Book-fairies, from Door Step School. In 19 PCMC schools 98 class teachers have been persuaded to be present in the classroom and participate in the activities. Their attendance and the activities that they conduct are recorded. We encourage them to be actively involved in the program.



The Book-fairies try to ensure that:

- Each standard is allotted one Reading class per week at all schools.
- Each class and hence every student receives 90 minutes of supervised reading and related activities every week.
- Children get to read books for a Reading Class as well as for Lending library.
- Each child gets to read aloud ten lines to the Book Fairy.
- They record the progress of the child from read-aloud sessions.
- They conduct various activities like colouring, reading competition, storytelling competitions etc that enhance children's interest in reading.
- They encourage children in fluency, pronunciation and self-expression.



A common occurrence while running a library is lost or damaged books, but we found that to be just 7%. This also tells us how much our children value books.

This year Door Step School was privileged to host 2 guests from an NGO 'ICCV' in Burkina Faso. ASMAE had arranged for the study tour. These guests were in Pune for 3 weeks to learn about the Reading Class program. They were with Door Step School for 2 weeks and then visited other NGO's in ASMAE network in the last week.

On Women's Day, 8th March, BNY Mellon organised a function where women from various NGO's were invited and felicitated for their work. Mrs. Sushma Ranawade (PMC Coordinator), Mrs. Sunita

Satpute (PCMC Coordinator) and Mrs.Sujata Bhosale (PCMC Coordinator) from DSS were felicitated. They were given a Certificate of Appreciation and a gift voucher.

Volunteer's Program: English Language Teaching Program

In 2013, we were requested by some municipal schools to conduct Spoken English classes for their students. This request gave us a perfect opportunity to use the skills of non-marathi speaking volunteers. We approached those municipal schools where Project Grow with Books was already operating and introduced the English Language Program in August 2013 in 34 Municipal Corporation Schools covering around 1620 children in Pune and Pimpri -Chinchwad areas. The main features of this program are:

- Around 35 active volunteers conduct the classes for an hour every Saturday.
- 25 teaching hours have been spent at each of the schools in the last academic year
- Basic English modules were developed by DSS Volunteers.
- Modules covered topics such as introduction and greetings; phonics, verbs, rhyming words, using a dictionary, understanding and reading maps etc.
- Origami and vocabulary games were included in the modules to make English learning more interactive and fun.
- Modules were shared with the volunteers who used them as a standard syllabus across all the schools to conduct the sessions.

Overall the outcome of the program has been positive; the students have definitely shown a lot of interest and have started using some of the English greetings and words in their conversations. Many a time the teachers have also attended the sessions saying that though they can teach English they too lack in 'Spoken English'. The volunteers, in turn, have had an enriching and enjoyable experience teaching the children and look forward to being part of the program in the next academic year.

Feedback

Through this program we have created a channel between two separate classes of society. As a volunteer, this program has given me satisfaction. It has made me more disciplined and innovative to be effective in teaching.

Parth Nanadikar, Volunteer

The Spoken English class has developed their English speaking capabilities and increased their confidence to speak in English. They look for new words and meanings and eventually use them in their conversations.

Principal, Babasaheb Ambedkar School, Laxmi Nagar

The students have bonded with the volunteers and are very attentive when they teach.

Class V Teacher, Karve nagar

“I like the English class conducted on Saturdays. We have also improved in writing English. Teacher also teaches us phonics and nice poems. Every student in our class has started speaking in English. She tells us nice stories and also gives us books to read. “

Nisha Joshi, Class V student

VII. Parivartan Training Centre

The Door Step School Training Centre in Pune was started in 2007 and was named “**Parivartan Training Centre**”.

The training centre remains the backbone of our operations, helps in maintaining required standards of quality, management of teachers and other staff. Most of our staff comes from lower-middle income group community. It also provides a platform for them to learn new skills and pursue a career. This has helped our staff to gain confidence and social recognition.

On an on-going basis, we review our training needs and enhance our existing programs or add new ones if needed.

During the year 2013- 2014, the training centre has:

- Modified its training module for new teachers by pairing new trainees with experienced teachers and then given them hands-on training at various sites
- Conducted regular refresher trainings to ensure all teachers upgrade their skills
- Included additional subjects such as Conservation of Environment, Community Hygiene in the teacher training modules
- Conducted special enhanced training to impart teaching skills to the book fairies "First Steps Forward" Program
- Organized an exhibition on “Child friendly education and adults role” for DSS staff
- Organized awareness training on Child Sexual Abuse (CSA) by resource person from Alochana, Muskan.
- Set up the learning levels for language according to the state government’s syllabus.
- Introduced learning levels for mathematics
- Conducted training for transport teachers and drivers
- Published a new teaching aid for language development (Snakes and Ladders) in line with our teaching methodology.

A total of 53 training sessions of varying durations were held in which 500 staff members were trained.

Trained staff from our projects **reached out to 46,209 children**. Of these, **13,171** were from various construction sites (Project foundation) and **33,038** were from Municipal school (Project Grow with Books).

As part of **ongoing capacity building for trainers of “Parivartan”**, the staff:

- Visited the centers at the construction sites to monitor application of training and identify training needs
- Attended training on subjects such as Creative activity, Creche management, Child sexual abuse, Evaluation etc.
- Updated their knowledge and skills by participating in various training programs and workshops organized by outside training agencies and NGO's.
- One of the trainers Ms. Manisha Bhosle, participated in the 15 day workshop on street play as a tool organized by Action for Rights of Children, an NGO network. Ms. Manisha Bhosale got an award for the best behaviour.

VIII. Every Child Counts

Every Child Counts, our citizens' Campaign, targeted at enrolling all 6-7 year old children into mainstream schools continued into its second year, with focus on replicating the process evolved in 2012-13, addressing the key barriers identified during the first year of the Program, and making the program sustainable.

This campaign:

- Provided a platform to over 120 citizen volunteers and 10 partner organisations in Pune.
- Group reached 800+ construction sites and urban communities and enrolled 1717/544 children in Government schools across the city of Pune.
- Encouraged volunteer interest to implement it in some parts of Pimpri Chinchwad Municipal Corporation.
- Involved citizens in grass-root level tasks such as identifying out of school children through surveys and enrolling them into the nearest school.
- Addressed barriers to regular attendance.

In addition to government support, one Private school and a few corporate partners offered their vehicles or funding for school transport under their CSR programs. We are grateful for their support.

Feedback from Volunteers:***We provided them a ray of hope!***

"Nobody knows more than us the value of education and its necessity in life yet we let the importance vest within our minds and never reflect into our actions. Where there is a will there is a way they say and the way for us was paved by Outreach and by Door Step School NGO.

Never having imagined taking up a task of visiting construction sites randomly and searching for children and arguing with their parents for the right to education of their little ones!

Every drop fills the ocean and we believe every child will influence a dozen others around him to attend school. We are proud to have made a difference. Thank you Outreach and Door Step for making a much needed difference to education."

- Volunteers from Cognizant Outreach: ECC Campaign-June 2013

IX. PARENTS' PARTICIPATION IN CHILDREN'S EDUCATION

The project '**Parents' Participation in Children's Education**' was launched in February 2013 with **CSR support from Rural Electrification Corporation (REC), Delhi.**

A new **"School-on-Wheels" bus**, has also helped to make education accessible to educationally marginalized children living at construction sites and temporary dwellings and reached 355 children in the first year. The specially designed bus attracts not only the children but also the parents and encourages them to send their children to school.

Why Parents?

The Right to Education (RTE) bill was enacted in April 2009. However, the enrolment status of under privileged children in municipal primary schools has in fact decreased. Some of the major factors for this condition are:

- Lack of parental awareness and involvement
- Parental disinterest stemming from their own illiteracy
- Practical problems such as not knowing local language, lack of transport facilities etc.
- Social issues like tradition, fear of the unknown, concern for child safety
- Incorrect assumptions about admission procedures and school staff

All the above factors concern parents of school ready children. Hence the aim of this project was to educate parents on their role in enrolment and continued attendance of children in schools.

Project team counsels parents on "Value of Education", encourages them to identify solutions to their problems within their means, guides and supports them throughout. They take them to the nearest school, assist in enrolment, provide transport if needed. Parents are also counselled on their role in ensuring regular attendance and continuity in school. Once children get accustomed to school we believe that they will at least complete their primary education. Also, by changing the attitude of the parents, the chance that they enrol their younger children (or other children in the community) in school is very high. School drop outs due to lack of parental support will decline.

We are happy to report significant reach and impact of the Project in the first year of Operation from February 2013. Due to the Parent Participation Program strategy we see **a positive shift in parents' attitude, towards their child's schooling resulting in increased enrolment and continuity of children in mainstream schools.**

Sanju Ramcharan Rajput is a 10-11 year old who refused to either go to school or come for the class in the SoW bus. The teachers met him as well as his parents a number of times but he just did not come inside the bus. He would be seen walking around it but would run away if he was called. In spite of this, the teachers would go and talk to him; and finally after almost two months convinced him to come to the class in the bus. Now he is also enrolled in Mohammadwadi School.

A cluster of 15-20 temporary huts forms the hub of 'Potarajvasti' in Kondhwa Budruk. These dwellers earn their livelihood by performing street shows in which the mother plays a small drum and the father and child hit themselves with a whip. The children (about 15 in the age group 6-12 years) have never been to school simply because neither their parents nor their forefathers have ever been to school. They spend most of their time playing with their dogs and performing in the street show. After several meetings, the Sarpanch (of the community) not only allowed the PPCE team to interact with the children but also to conduct a ten day camp to prepare the children to get used to the idea of going to school.

During school enrollment, the community refused to send their children to school. The school principal, Mrs. Poman and a teacher, Mr. Tambat visited the community and interacted with the parents. The community agreed to enroll the children in school provided all the children were allowed to sit together! The school teacher agreed to this and the next day they came to school & enrolled the children. All the children sat together with the same teacher in one class. They were given school bags and books. He interacted with them and told them how he himself had reluctantly attended school but is now a teacher! He also told them stories which they could identify with and won their confidence.

From the next day the children started to sit in their respective classes. By March 2014, four of the enrolled children were continuing in school. The others migrated to Saswad for livelihood. They are expected to be back in June 2014.



More than **1200** parents from **199** Project sites were counselled on RTE and their role in their children's education resulting in **enrolment of 693** children. In addition **29** children were re-enrolled from last year's dropout, **120** children who were enrolled were supported through transport service, and **281** children attended preparatory classes but migrated before the school started. Thus, a total of **1123** children benefited from this program.

X. Role of Volunteers

For many years now, the organization has gained from the help of volunteers, both locals as well as from abroad. The volunteers bring expertise in various fields and provide positive inputs to the organization either as a helping hand to our regular staff or in their direct interaction with children. We sincerely appreciate these unsung heroes and their invaluable efforts.

There has been a tremendous increase of Volunteer participation in DSS activities. Some of their major contributions have been:

- Conducting the English Teaching Program in 35 municipal schools for Std V students
- Making Teaching aids
- Training our staff for Street Plays
- Helping with Administrative tasks
- Contributing toys, story books and other educational material
- Painting classrooms
- Actively participating in various DSS programs such as ECC campaign, 'Wish Tree', etc.

Volunteers' Feedback

Anita Rajmane on behalf of Sciformix Team

I would like to thank DSS organization on behalf of all our team members for giving us a wonderful opportunity to devote some of our time for the children. All of you are doing a truly good job and taking very good care of their needs. We were very happy to visit these sites and teach the kids some good stuff. Genuinely speaking, we all observed that the kids were smart, enthusiastic, actually knew everything about hygiene and good food habits and they were overwhelmed by our presence. And the credit goes to you all. We look forward to have such sessions with the DSS in the future too.

Shujjaudin Ranwala – Volunteer

I have been a volunteer for Doorstep for the past 2 years, and am part of the Every Child Counts Program initiated by Doorstep. The journey has been long with its set of challenges. We managed to enrol over 40 children in different schools. But a big blow came about when these children dropped out the very next week because of the lack of follow-up, which is something that social service depends on. The Every Child Counts program can help by registering any child spotted on the street, who has no access to educational resources, on ecc.pune.org. In order to reach out to those children who are devoid of any educational opportunities, it is important to expand the number of volunteers as well as connecting with large companies so as to create a bigger impact.

XI. Book Publications

When we started Door Step School, we had no idea that we will ever publish books. But we did! Door Step School has specially developed graded books* in Marathi, and a few in Hindi for school children. Sets of these books are regularly used at all our Educational Activity Centres and Community Learning Centres. We are proud to announce that these books are being appreciated by many in the education field.

1. NCL English Medium Primary School, Pashan, Pune has prescribed our set of books in addition to the ones recommended by the Maharashtra School Education Board in their primary classes.
2. The Texas Maharashtra Mandal has paid in advance for all our sets of books to be used in their cultural center.
3. The Canadian Bruhan Maharashtra Mandal has also paid in advance for all the sets of DSS books.

Having seen the tremendous impact of these books, we would love to see them go further and wider to open more doors for many more children.

Dr. Vishakha Tumne, ex Principal, Talegaon

Rajanitai has kept in mind children's emotional, social, physical and cognitive development while writing the graded books. These encourage children to learn good Marathi. The books are very child-friendly; with suitable language enhancing the bold print and pictures, children learn without even being aware of it. The practice books also complement and promote learning. The ideas presented, and even the book titles, encourage creativity in children as well their parents and teachers.

Older students in English medium schools, will find the series written specially to learn 'joint letters' very useful. Their picture dictionary is a very unique concept as it contains difficult words from their text books.

In June 2013 I had distributed these books in all Marathi medium primary schools and a few English medium schools in Talegaon. Their collective feedback shows how much the children enjoy learning Marathi using these books. They eagerly await for their language class! Wouldn't it be wonderful if these books were part of the prescribed books in all schools?

**Please refer to the list of publications in Appendix 1.*

Appendix-1-List of Publications

Sr. No.	Year	Name of the book	Category
1	Nov-02	मुळाक्षराचा संच भाग - १ (१ ते ८)	Barakhadi
2	Mar-03	गोष्टी इकडच्या तिकडच्या गमतीजमतीच्या भागा७	Set of mixed stories
3	Feb-05	अशी झाली पळापळ	Story without composite letters
5	Feb-05	ससोबा निघाला घर सोडायला	
6	Feb-05	आजी आजोबा आणि सारस पक्षी	
7	Feb-05	कोंबडी गाते गाणी	
8	Feb-05	जादूची किटली	
10	Feb-05	उंदीर व बेडूक	
11	Jul-14	देव आणि उंट	
12	Mar-11	मुरली मुरलीवाला	
13	Mar-14	उंटाला मिळाला कोकाकोला	
15	Jul-14	छान छान बाळ	
16	Mar-11	[lauipalaUcal jamaaDI jaMmata	
18	May-08	जादूई जंगल	
19	May-08	ऐका कहानी नागोबाची	
20	Sep-03	कोडी भाग -१,२	Puzzles
21	May-05	जोडाक्षरांचा सराव	Composite letters
22	Sep-09	छोटू	Story without composite letters
23	Sep-09	फूल फूलवे आजोबा	
24	Jul-09	कहाणी बहिण भावाची	
25	Feb-10	अप्पू आणि टप्पू	Story with composite letters
26	Mar-10	सचित्र मराठी शब्दकोष	Picture Dictionary
27	Mar-11	देवाचे देणे	Story with composite letters
28	Mar-11	मुळाक्षराचा संच भाग - २ (१ ते ८)	Barakhadi
29	Mar-12	lagaalagaa gaaogalagaaya cauLcauL mauMgaLa	Story without composite letters
30	Jul-12	एक होती आजी एक होती नात	
31	Oct-12	एक गाढव व अकरा मांजरे	
32	Nov-12	सवंगडी हवाय का सवंगडी	
33	Nov-08	चला चित्र रंगवूया भाग - १,२	colouring Books
34	Jun-14	चला चित्र रंगवूया भाग - ३	
35	Apr-06	हिंदी मुळाक्षराचा संच भाग (१ ते ८)	Barakhadi
36	Mar-07	सराव पुस्तिका भाग -१	Practies Book
37	Mar-07	सराव पुस्तिका भाग -२	
38	Mar-07	सराव पुस्तिका भाग -३	

Our Major Project Partners

For Mumbai

<ul style="list-style-type: none"> • ASMAE • BP Foundation • Bombay Community Public Trust- E Learning • Charity Aid Foundation (GAYE) • CSI -Social Initiative • EQT • Impact Foundation India (Dasara) • India Capital Research And Advisors Pvt Ltd • K.C. Mahindra Education Trust - Nanhi Kalli 	<ul style="list-style-type: none"> • Kings Solution • Mazagaon Dock Limited • Plan International & Plan India • Rabo India Finance Ltd. • Rotary Club Of Kandivali • Sanjivani Trust • Sharma Foundation • Sir Ratan Tata Trust • Tata Motors
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For Pune

Funding Organizations: <ul style="list-style-type: none"> • Asha For Education, Silicon Valley • Asha For Education, Canada • Asha For Education, Juniper • Asha For Education, Saint Louis • Asmae- Les Amis de soeur Emmanuelle • Azim Premji Foundation • Concern India Foundation • Educate the Children • Help Them Grow Inc –Vibha • Tata Institute of Social Sciences 	Corporate Sectors: <ul style="list-style-type: none"> • BitWise Solutions Pvt. Ltd. • Discover Financial Services • Ernst & Young Foundation • HDFC Bank Ltd. • HSBC Global Education Trust- Future First • Infosys Foundation • Persistent Foundation • Praj Foundation • Saint-Gobain India Foundation • Sandvik Asia Pvt. Ltd. • Spirax Marshall Pvt. Ltd. • Springer Science + Business Media (Crest Premedia Solutions Pvt. Ltd.) • Symphony Teleca Corp. (I) Pvt. Ltd. • Tech Mahindra Foundation • Wipro Cares • Yardi Software India Private Ltd
Individuals: <p>Mr. Love Yadav Ms. Madhuri Gokhale Mr. Nitin Paranjpe Mr. Rahul Shah Mr. Rajendra Marathe Mr. Suhas Chougule Ms. Usha Nair Mr. Vinay Avasthi</p>	

Builders: 139 Construction Sites (throughout the year) Substantial Contribution In Kind by: <ul style="list-style-type: none"> • Ms. Usha Deo • Quest (Science & Math Education Program) • Kirloskar Foundation • Aksharbharati 	Central Public Sector Enterprises Rural Electrification Corporation Ltd., Delhi Government: <ul style="list-style-type: none"> • Sarva Shiksha Abhiyan • Sikshan Mandal, PMC • Kailasvasi Sopanrao Baburao Katke Primary School Principal, Kai. Baburao (Shetji) Genuji Balwadkar Primary School
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Executive Body Members

Board Members Name	Position On The Board	Occupation/Designation	Meetings Attended
Mrs. Rajani Paranjpe	President	Professional Social Worker, Ex-Lecturer Of College Of Social Work Nirmala Niketan, Retired Professor from Shikoku Christian University, Japan.	3
Ms. Bina Sheth Lashkari	Secretary	Professional Social Worker (MSW)	3
Mr. Nitin Dadia	Treasurer	Businessman, Proprietor, Orbit International	2
Dr. Neela Dabir	Member	Deputy Director of Tata Institute Of Social Sciences	1
Ms. Arnavaz Kharas	Member	Professional Social Worker (MSW)	3
Mr. Baman Mehta	Member	Businessman , CEO - Darashaw & Co. Pvt Ltd	0

Accountability and Transparency

Distribution of Staff according to salary (as on 31 st March 2014)				Staff details (as on 31 st March 2014)			
Salary plus benefits paid to staff	Male	Female	Total	Gender	Male	Female	Total
<2000	0	57	57	Paid full time	25	580	605
>2000 – 3500	0	252	252	Paid part time	0	53	53
>3500 – 5000	1	184	185				
>5000-7500	3	79	82				
>7500 – 10000	9	15	24				
>10000	12	46	58				
Total	25	633	658	Total	25	633	658

Well wishers and Donors

A Balasubramaniam	Alok Singh	Archana Dahiwal
A P Subramanian	Amarchand & Mangaldas	Arihant Venkateshwara Housing
A Reinsmoen	American School of Bombay	Arnab Mukherjee
A.A. Natu	Amit Bhuchar	Arti Prasad
A.S. Mane	Amit Diwan	Arti Properties Pvt. Ltd.
A.V. Jagdale	Amit Enterprises Housing Ltd.	Arun Jaiswal
Aakriti Gupta	Amit Kulkarni	Arun Narhar Puranik
Aarti Bhosale	Amit Phatak	Arun Nemude
Aarti Joshi	Amit Rajput	Arun Venkatnathan
Aayushi Shukla	Amit Rathi	Arvind Godbole
Abha Dhopeshwarkar	Amita Menon	Arya Ankit
Abhijit Hadap	Amlendu Choudhri	Asawari Sutar
Abhijit Nikam	Amol Vitekar	Asha Paranjpe
Abhinav Rainbow Developers & Promoters	Amrita Thavrani	Asha Tuliani
Abhiraaj Kulkarni	Amrutha Amarnath	Ashish Lalchandani
Abhishek Bansal	Anagha Pathak	Ashish Pandey
Abhishek Mittal	Anand Bhandari	Ashish Pradhan
Abhishek Tamhane	Anand Bhattacharya	Ashish Tiwari
Abhishek Tandon	Anand Dutta	Ashok Kumar Vadde
Abid Abdul Husen	Anand Kumar	Ashutosh Godbole
ACME Landmark	Anand Ramchandran	Asmi Gesh
ACME Swayambhu Associates	Anand Sheela	Aswani Developers
Adarsh Tiwari	Andrea Butler	Atharva Realty
Adept Construction Co.	Andrea Stadler	Atul Enterprises
Aditi U	Anil Dhere	Atul Jadhav
Aditi & Aayush Bhansali	Anil Subramanyam	Atul Joshi
Aditya & Aayush Bhansali	Anil Wangi	Atul Mehra
Aditya Ghag	Anirban Hazra	Aurigaa Realtors
Aditya Gupta	Aniruddha	Avil Duncan
Aditya Paranjpe	Anita	Avinash More
Aditya Promoters	Anita Joshi	B. Padma
Adityanshu	Anjali Dhere	B.G. Hazra
Agrawal Raka Construction	Ankit Chugh	B.S.M. Rao
Ajanta Enterprises	Ankit Jain	Bageshree Apte
Ajay Chavan	Ankit Sidola	Balasaheb Nirwal
Ajay Dalvi	Ankur Khare	Balkrishna S
Ajit Mahale	Ankush Gontiya	Bapusaheb Wagh
Akanksha Ranade	Anubhooti Mahotra	Beena Gupta
Akshata Mahale	Anuj Kumar Adhikari	Bell Weather Developers Pvt. Ltd.
Akshay Patil	Anup Agarwal	Ben Koshy
Alana Jones/Scanlan	Anuradha Dewal	Bhagyalaxmi Properties
Alankrita	Anusha Vakhare	Bhagyashree Developers
Alka Mathew	Aparna Ganesan	Bharati Vasani
Allan Razario	Apeksha	Bharti Punjabi
	Apurva Deshp	Bhaskar Bhat

Bhaskar Rijwani Bibeksheel Kaur Binay Agarwal Binu Ninan Kovoov Bnkim Mehta Brahmecorp Infrastructures Buxton Methodist Church C G Venkateshwar C.S. Sudheer Kumar C.V. Gupte Castrol India Ltd Cathedral & John Connon School Catholic Guide of Ireland Celine Fernandes Chaitnya Korde Chand & Usha Nair Chandrakant Gogri Chandran P R Chandrashekar Oruganti Chandrashekhar Kulkarni Chandrashekhar Ongole Charan Krishna Chitra Jog Chitra Malik Cinthia Clanard Guides and 2nd Wexfor – Scouts Classic Promoters & Builders Pvt. Ltd. Cognizant Contractors Crest Premedia Solutions Cubist Edunet Pvt. Ltd. D Devdas & Sarada D Y Patil International School D.S. Kulkarni & Associates D.S. Kulkarni Developers Ltd. Darode Jog & Associates Darode Jog Builders Pvt. Ltd. Dash Chinmaya David Choukroun Debjit Biswas Deepa Arora Deepa Rajshekarani Deepak Agashey Deepak Agre Deepak Majithia Deepastambha Charitable trust Deepesh Pillay Denise Erb	Denise Tench Devarsh Dubey Devashish Kumar Devina Chatterji Dhananjay Dhananjay Kulkarni Dharmishta & Matthew DHAVAL SHAH Dheeraj Oswal Dheerendra G. Dightee Mishra Dilip Karandikar Dinesh Kumar Diniar S Dick Dipika Joshi DNV Realty Dolly Sahu Dr Balsara Druva Support Team Dyaneshwari Joglekar DYPIS Easwaran Panchandade Empire Shelters Pvt. Ltd. Entrib Technologies Essar Group Foundation Expat Dives of Pune Foundation Fiserv India Pvt. Ltd. FootStep4Good G J Kerawalla G.K. Associates Gajanan M. Parale Gajraj Constructions Ganesh Ganesh & Jayashree Narasimhan Ganesh Khandale Ganesh Shankar Gaurang Shah Gaurav Ajotikar Gaurav Pathak Gaurav Sujit Roy Gayatri Pandit Gayatri Prabhu Geeta & Subramanian R Geeta Pimprikar Geeta Rajagopal Geetalekha Prabu Geetanjali Khire Geetha	Gera Developments Pvt. Ltd. Girika Mahajan Girish Bhat Girish K.S. Give Foundation Give Online Give Online Glaxo Smith Kliune Pharmaceuticals Ltd Gloria Associates Godfrey Fernandez Golden Trellis Development Govinda Chavan Great Software Laboratory Pvt. Ltd. Greeshma Gurshran Kalsi H.B. Investments Co. Pvt. Ltd. Hanumnant Manjare Haresh Chetnani Harinath Chakrapani Hariprasad Cr Harit Developers Harsha Asrani Harshad Desai Harshada Jadhav Harshal Gupte Harshal Thosar Heather Martyn Fisher Helen Jackson Hema Deepak Shah Hema Gadgil Hema Nogavekar Hemant K. Hetal Gala Hirak Shah Hiranman Bandal Home Construwell & Associates Horizon Shelters Pvt. Ltd. Hrishikesh Lad HSBC Global Trade and Receivable- Finance Department Hushidar Kharas I.B. Chinajuh ICC Realty Pvt. Ltd. Icon Realty Imtiyaz Shaikh Indira Neelkantan Inner Wheel Club of Khadki Investment Services
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Isabella Kwai	Kanchan Ranade	Maloji Constructions
Ishan Kshirsagar	Kashmira J Chitnis	Malti Kelkar
Iyer Ram Subramanian	Kate & Margaret Drysdale	Manali Jain
Jagmohan Purohit	Kavassery A Subramanian	Manali Oak
Jain Ashapuri Developer	Kavitha Sharma	Mandakini Rohatgi
Janavi Khatan	Kedar Narayan Upadhye	Mandar Kulkarni
Jay Ganesh Group	Kerry Jividen	Mangal Phadke
Jayant Bhawe	Keshav Chandorkar	Mangesh Nimodia
Jayant Wagdarikar	Keshavlal P Shah - Jt	Manish Wagh
Jayanti Gupta	Ketan Phalake	Manisha Gaikwad
JAYAVANT NAIK	KHEVNA NARAN	Manisha Jain
Jayesh Goyal	Kiran Magre	Manisha Khilaare
Jayraj	Kirti Panse -Kulkarni	Manjiri Mangesh Kulkarni
Jean Laburn	Kishor Bhoir	Manoj Kumar Menon
Jeroo Bharucha	Kishor Dayma	Manoj Menon
Jesthaya Nagrik Sangh	Kolte Patil Developers Ltd.	Manu Chauhan
Jet Airways	Krishna Nimbalkar	Manuel Francis Pardhe
JK Group INC	Krishnan K & Aditya	Mark Fisher
JKP Developers	Kuldeep	Mark Martyn Fisher
Joglekar Kalvruttant Samiti	Kumar Agro Products Pvt. Ltd.	Martine Lhuillier, Plan India UK
Joglekar S.V.	Kumar Company	Maruti
Joglekar V.N.	Kumar Properties	Marvel Landmark Pvt. Ltd.
Johnson Evans	Kumar Somjee JV	Marvel Promoters & Developers
Junu Joseph	Kumar Swamy	Marvel Realtors
Justin John	Kunal Sancheti Associates	Matrix Developers Pvt. Ltd.
Jyoti Jog	Lakshmi Kanthi	Matteo Caraccia
Jyoti Pabalkar	Laxman Sutar	Maven Systems
Jyoti Sharma	Laxmi Properties	Medha Sathe
Jyoti Yadav	Laxmi Vaidya	Meena Patvardhan
K Ramanathan	Leejo Susan John	Meenakshi Iyer
K V Subbarao & Mrinalini	Leela	Meenal Kulkarni
K. Mahesh	Lijo Thampy	Megha Bhatt
K.C. Chevia	Love Yadav	Melange Developers
K.M. Dhadellu	Lynn M Parpia	Milind Badhe
K.R. N. Rao	M Ramkrishnan	Milind Shastri
K.S. Meenakshi	M Sertillange Francois	Milind Watve
Kabir Bhatia	M.N. Pataskar	Millennium Engineers &
Kadam Jagtap Associates	MacIhur Modi	MINAL GALA
Kadambari Kadam	Madhukar	Minella Rodringues
Kahuna Systems (I) Pvt. Ltd.	Madhukar Jog	Moiz Arishwala
KAIVAN SHAH	Madhuri Auti	Mona Jagdhane
Kalindi Kale	Maharashtra Foundation	Monideep Roy
Kalpana Kumari	Mahesh	Mont Vert Belrose
Kalpataru Trust	Mahesh Dongare	Mont Vert Elegance
Kamakshi Patel	Mahesh Mohan	Mont Vert Estates
Kamalam & Family	Mahindra Lifespace DL	Mr. Rohan
Kamini Kannan	Mahishkumar Srivastava	Mrinalini Rastogi
Kamla Iyer	Mai Kadam	Mugdha Rao
Kanchan Borgaonkar	Majestique Properties	Mulraj Gala

Murali Mohan	Onkar Date	Priti Jain
Murali Rajamani & Family	P A Raman	Priti Sukhavasi
Nagesh Mhatre	P N Venkatesan	Prix Stephen
Namrata Jalan Venture	P Vishwanathan/ Santosh /	Priya Chavan
Namrata Promoters & Builders	Hasini	Priya Deshpande
Nandan G-Orbit Associates	P. Phanindra Babu	Priya Tripathi
Nandini Goswami	Padmaja Joshi	Priyanj Shah
Narasimhula Gali	Padmavati Associates	Priyank Dedhia
Narayan Koli	Pam Cairns	Priyanka Baid
Narayanrao P	Panama Sunarch Developers	Pudumjee G. Corp. Developers
Narendra Dhoke	Pankaj Developers	Pune Techtrol Pvt. Ltd.
Naresh Pamula	Paradise Realty	Punit, chetna & Aditya Oza
Narshal	Parag Gadekar	Purva Vankudre
Naveen	Paranjpe Schemes (c) Ltd.	R Jathar
Navin Kohli	Pari Gill	R R Ganpathy
Nayantara Hidayatullah	Partha Hazra	R Systems International Ltd.
Nayantara R Kilachand	Pentagaon Shreemangal	R Vijaya Kumar/ Parvati V
Neela Kurlekar	Ventures	R.K. Lunkad Housing
Neela S.	Philips Mathews	Corporation
Neeraj Gupta	Piyush Sawant	R.N. Pataskar
Neha Kumari	Piyush Shah	Rabo India Finance Ltd
Neha Rastogi	Piyush Vasantlal Gogri	Rachel Lloyd Obri
New Era High School	Pooja Gogri	Radhika Rahulkar
NGO Expat Wives of Pune- Foundation	Poojavi Gadkari	Radish Maroli
Nidhi Saraf	Potain India Pvt. Ltd.	Rahul Gokhale
Nikhil Dudhawati	PPR Construction LLP	Rahul Kalbhor
Nikhil Yadgir	Prabha Moghe	Rahul Omanwar
Nikita Jhunjhunwala	Prabodh Joshi	Rahul Sahu
Nikunj Mistry	Pracheta Prabhu	Rajen Harani
Nikunj Saraf	Pradeep	Rajendra Sapre
Nilesh Pandit	Pragya Jain	Rajendra Sonariker
Nina Ramchandani	Prajakti Chitre	Rajgopal Saravanakumar
Nina Tacob	Prakash Barse	Raju and Hema N
Nisha Rani	Prakash Patel	Raju Tate
Nishtha Upadhyay	Prakur Agarwal	Rakesh
Nita Bapat	Pramila Mahajan	Rakhee Samant
Nithya Jayaraman	Pramod Vaidya	Rama & Sujatha
Nitin Dadia	Pranathi Bhat	Rama Joshi
Nitin Godbole	Pranav Kumar	Ramakant Kapatral
Nitin Kashyap	Pranjali Ambatkar	Ramani Hariharan
Nitin Kulkarni	Pranjali Datey	Ramdas rane
Nitin Patil	Prasad Baliga	Ramesh Chauhan
Nitin Vaid	Prasad V. Joglekar	Ramkrishnan
Niyanta Vibhute	Prashant Prabhu	Ramya
Norman Vindyha S	Prashant Sonawane	Ranjit Amar
Omega Premises Pvt. Ltd.	Prasun Associates	Rashmi Arora
Omkar Dhulap	Pratibha Kane	Rashmi Munshtti
Onkar Bare	Praveen Shinde	Rathan R.
	Prema Ranganatha Rao	Rathish nair
	Premlata Shykawar	Ratnapriya Ghosal
	Priti	

Raveendran nambiar	Sai Pujitha	Shantha S
Ravi Mani	Sambhaji Kesarkar	Shanti Kaliptnapu
Ravi and Trupti Prasad	Sameer Sawant	Shauravi Malik
Ravi Doshi	Sameer Shaikh	Shefali Chawla
Ravindra Paranjpe	Sameera	Shekhar & Rajani
Reena Rai	Sami Patel	Shell India
Reena Shrivastav	Samridhdhi Trust	Shernaz Chinoy
Regency Nirman Ltd.	Sandeep Bhuia	Shiky Verma
Renil Gogri	Sandeep Chowdary	Shilpa Gaikwad
Richa Khanna	Sandeep Mitra	Shilpa Rasal
Riddhima Singh	Sandeep Yadav	Shital
Rikhi Raj	Sangeeta Gandhi	Shivaji Gurane
Rita Trivedi	Sangita Kamat	Shivprasad Patil
Ritu	Sangita Mahajan	Shlok Bolar
Ritu Tyagi	Sanjay Anant Bhingarde	Shoyeb
River Residency Developer	Sanket Ghatge	Shradha Shiwani
Robert Paul	Sanket Rane	Shree Babulnath Mandir
Roberto Bertilaccio	Santosh	Charities
Rohan Paranjpe	Saranya	Shridhar Gokhale
Rohan Paranjpe	Saroj Kumar	Shrihari Gokhale
Rohan Sarsan Aawishkar	Satish Lonkar	Shrinivas Hotha
Developers	Satish Raghunath Patil	Shrinivas Pride Purple Properties
Rotary Club of Inner Wheel	Satyam Pathology	Shripad
Rotary Club of Mumbai Shivaji	Saurabh	Shrirang Joshi
Park Charities Trust	Saurabh Mathur	Shriyansh
Rotary club of New City	Saurabh Panhale	Shriyash Joshi
Royal Developers	Savitri	Shruti Jadhav
Ruby Darab Siganporia	Savitri Raman	Shubdha Mitra
Rucha Karan	Savrav Lal	Shubh Garg
Ruchi Gupta	Sayali Thakur	Shubh Suran
Ruchir Dhar Dwivedi	Schuchi Gohil	Shubhangi More
Ruhi Karmarkar	Scottish Guides' Group	Shweta Desai
Rukmini Kamat	Seema Bapat	Shweta Narane
Runwal & Kumal Venture	Seema Dangi	Shweta Satham
Rupali Godambe	Seema Katakkar	Sia Developers
Rupali Patil	Seema Patil	Siddharth Properties
Rural Electrification Corporation Ltd	Senthil Kumar Venugopal	Siddheshwar Chamnaru
Rushikesh Shiwalkar	Serene Developers	Sigma One Kundan Ventures
S & S Enterprises	Seshsagar	Sigma One Ventures
S. Balakrishna Nair	Shabana Hannan	SIM Realty
S. Kashyap	Shadab Mirza Baig	Simmi Kurup
S. S. Enterprises	Shaila Karkhanis	Simran Corner Co-Op Hsg. Soc. Ltd.
S2 Realty	Shailbrabhat Kulkarni	Simulia Meshing
Sachin Nagane	Shailendra Dhavale	Siva Prasad
Sachin Pujari	Shailesh	SKYI Premium Properties
Sachin Shirsat	Shailesh Kambli	Smita Kulkarni
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Sadhana Sabnis	Shambhavi Mahajan	Smita Narwekar
Sagar Thakur	Shankar Barathy	Sneha Joshi
Sahdev Mayekar	Shanmugapriya G.	Snehal Gawade
Sai Fortune Ventures	Shantanu Nigavekar	

Sobha Developers Ltd.	T.S. Mahesh	Vidula Mishra
Softbridge Solutions (I) Pvt Ltd	Tarika Vaswani	Vidya Nivalikar
Somnath Bogam	Taruna	Vidya Valley
Sonal Ghogare	Taruna Garg	Vijay Sankaran
Sonal Verma	Tata Housing	Vijay Joglekar
Sonali Dhakul	Teefenson Chva	Vijay Kulkarni
Sonu	The Cathedral & John Connon- Middle School	Vijay Sharma
Sourabh Agarwal	The Estate of The Late Mr. P A Baria	Vijaya N Rao
Sparsh-A Healing Touch	The Gateway Housing Society	Vikas Datir
Srabanti Chaudhary	The Womens India Association	Vikas Javkar
Star Sharada Alliance	Thinking Hut It Solutions Pvt. Ltd.	Vikas Mane
Sudha Dhere	Thirty	Viket Kumar
Sudipta Basu	Trisha Sen	Vikrant Deore
Sugajeevan Muthiah	Ttena Ghosh	Vineesh Varghese
Sughrabai Hassam	Tushar Hatkar	Vineeta Hate
Sujakumari	Tushar Mitthal	Vinita Parekha
Sukhroop Kaur Sahota	Tushar Mohite	Vipin Dixit
Sukumar R.	Udan Pune	Viraj Properties
Sulabha Kulkarni	Uday	Vishal Pillari
Sultanal Rukhsar	Ujwal Kakodkar	Vishal Shah
Suma Shilp Ltd.	Uma	Vishwajeet Girase
Sumitra Rao	Uma Pai	Vishwanath Kokate
Sundaraman	Umang Kandio	Vision Foundation
Sundeeep Tanse	Umesh Lonkar	Vivek Shende
Sunil Behere	Umesh Nanaware	VTP Urban Homes LLP
Sunil Desai	United Way Of Mumbai	Waman Jog
Sunil Mantesethy	Upanishad	Water Police Line Sarvajanik - Ganeshutsav Mandal
Sunil Mukhi	Upendra Jadon	Western Union
Sunil Walunjkar	Usha Shukla	XV Team
Surabhi Maheshwari	V. Mahadevan	Y Associates
Surendra Joshi	V.S. Dalvi	Yash Gupta
Surendra Kadam	Vaibhav Desai	Yash J. Ashar
Surendra Kumar	Vaibhav R Desai	Yashwant Mande
Suresh A Shroff & Co	Vaishali Somsundaram	Yatin Makhija
Suresh Margbandhu	Vandana Prasad	Yogesh Dhulgude
Suresh Subramanian	Vardhaman I Q Toys	Yogesh More
Susan Varghese	Varun Pandey	Yogesh Patil
Sushant Magadun	Vasantha Vishwanath	
Sushanth Shetty	Vasanti Kale	
Susheel Kulkarni	Vascon Dwelling Pvt. Ltd.	
Sushma Thakar	Vascon Engineers Ltd.	
Sushtanta Kumar Das	Vatsala	
Swanand Deshpande	Vedant Buildcon	
Swapnali Pawar	Vedant Realtors	
Swapnil Bansal	Venkat Pillari	
Swapnil Shende	Venkat Raju	
Swapnil Sonawane	Venkata Ramana Kancharlapalli	
Swastik Promoters & Developers		
Symbiosis International University		

Our Volunteer List

English Teaching -Volunteers		Project Foundation and - CLC- Volunteers	
Aditya	Nikita	Aishwarya Khalkute	Infosys Volunteers
Akash Suryavanshi	Nilesh	Akarsh Sharma	Isha Parte
Amit	Ovi	Alana Scanlan	Jamar Williams
Anita Nerkar	Pallavi Patil	Alka Pavangadkar (Stri	Jenny Askew
Anjali Kale	Parth Nanadikar	Mukti Sanghatna)	Jessica Turey
Archana	Paysir	Alyssa Cntchley	Jogesh Umbarkar
Arun Nalavde	Prajakta	Amit Kumar	John Mark
Atharva	Prajakta Pande	Amit Wadkar / Sucheta	Josh Downers Figgo
Atul	Prajyot	Wadkar	Jyoti madam
Avinash Mouje	Pramod	Amol Tikar	Karan Dhadwal
Avinash Pawar	Priya	Amrita Ghosh	Karta Ragers
Chitra Kher	Radha	Anita Gogale	Kavita Verma
Debisha Sharma	Radhika Rahalkar	Anjali Gokhale	Ketan Swami
Drisha Lal	Rajendra Sapre	Ankita Laddha	Komal Bhawana
Garima	Rasika Pandey	Antima Kanoonso	Krishnu Piesker
Girish	Renuka Yadav	Anuradha Patil	Leona Hall
Kaveri	Riya	Anuradha Sathe	Liz Jones
Ketaki Jog	Sanket	Anusheel Pande	Lubna Anantkrishnan
Krutika	Satyam Jakkula	Ashok Khadole	Lucas Sin
Lalit Sathe	Savita	Atsushi Hirai	Lucy Heward
Madhura Amdekar	Shefali	Ayer	Madhavi Todkar
Maitreyee	Shivalingappa Sajjanar	Bala Cherender	Madhuri Chinchane
Manvindar	Shreya	Barkha Manjiri	Madhuri Misal
Mayur	Shreyas Bhagwat	Bhagyashree Sutrone	Mahjabeen Mirza Beg
Mekhala Inamdar	Sneha Sudge	Bhavna Chahure	Mani Randam
Mihika	Snehal	Bijay p.	Manikandan S.
Nachiket	Subhash Abooj	Brunda Vaje	Manisha Kirad
Neha	Vidya Dalvi	Buying Jonkman Ziggo	Manoj Sakle
		Cheongia Bank	Mansi Gangal
		Deepa Vita	Mayank Kumar Saxena
		Delia Coles	Mayuri Misal
		Denise Hamaekers	Meena Sane
		Ziggo	Meeta Chopra
		Denise Hamaelies	Megha Pogul
		Depali Darvatkar	Milind Sharma
		Dhanesh	Mohammed v.
		Emily Dawies	Mohsina Mansoori
		Emily Ellis	Mona Dalmia/ Anjali
		Euza Novick-smith	Dalmia
		Gauri Gharpure	Monali Sankla
		Gautam Kumar	Mrudula Modak
		Gaytri Mudaliar	Namita Kichlu
		Georgia Midgley	Nani Nishada
		Hana Wilder	Natalie Palmer
		Harsha Asrani	Neha Agrawal

Project Foundation and - CLC- Volunteers		ECC Volunteers
Nikita Agrawal	Shilpa Pol , Pratyush Pol	Aalan Lyndough
Niraj Rathod	Shital Joshi	Abhimanyu
Nitesh Randive	Shiwani Agrawal	Anirudh Bharara
Nitesh Vijaykumar Randivya	Shrikant Gangade	Areeb Usman
Olivia Butterwood	Shriniti	Avani Rajput
Padmma Shahane	Shrirangh Mishra	Chaitanya Chowdhary
Payal Marathe	Shroff	Cognizant-Outreach - 10 Volunteers
Poorva Kapshikar	Shubha Kankaria	Emerson - Priyanka Kute
Prafual Salunke	Shubhada Joshi	Fiserv-Arpan - 10 Volunteers
Prashnat Sonavane	Shweta Mrskudale	Geometric-Udaan - 5 Volunteers
Pratik Mote	Simran Kaur Wahan	Gokul Krishnan
Priyadarshani Rakh	Smrutika Parekh	Harshil Patel
Priyanka W.	Sonali Joglekar	Jainik Chheda
Profulla Solunke	Stephanie Genooki	Kemy Dhanecha
Punet Malniya	Sunila Page	Kush Asher
Pushpa Arun Kumar	Suresh Bhole	Mahesh Joshi
Rahul Shenke	Susanne Laikulin	Mayank Wasnik
Raja Reddy	Sushma Kapshikar	Medha Varma
Rajendra Marulkar	Suvarna Yenpure	Melchi Shaju
Randha Madhere	Svm Chavan	Nikhil Gopinath
Rasika Lohokare	Swapnali	Nikhil Mistry
Ravati	Swati Tikekar	Niraj Rathod
Renuka Nirantar	Tarishi Garg	Osama Gharatkar
Ries Bode	Tata Communications	Paras Rishi
Rimpi Mukherjee	Tata Motors	Pranay Prasad
Riya Agrawal	Tata Technologies	Promita Ahuja
Rohit Kumar	Teresa Poprawa	Ritika Moolchandani
Rupali Patil	Tina C	Samsung
Rupesh Rawaeve	Trishika	Sanika Kulkarni
Rupesh Umbarkar	Uma Kothurkar	Sarthak Baral
Sachin raj	Vaideshi Ashtaputre	Srishti Roy
Sam, Alit	Vaishali Manikandan	Symbiosis Viman Nagar
Sanjay Mehta	Varunika Garg	Symphony - 10 Volunteers
Santosh Kumar	Venktesh Kotikwar	Tejaswini Wazir
Saptashri Mukherjee	Vidya and Manoj	Trapti Rai
Sarah Ezard	Vidya Bhogle	Vinamra Agarwal
Sarthak Singh	Vighnesh Pethe	Vivek Lunia
Sciformix	Vijay Bhatt	Wandup
Shafali Sonawne	Vinay Parmar	
Shashank Chinehovkar	Virendra Singh	
Shilpa Deshpande	Vishal Purshottam	
	Wicher Krabbe Ziggo	
	Yuki	
	Ziyo Holland	

Individual Volunteers	
3DPLM Udaan	Prajakta Mehendale
Aarthi Bhandary	Prajakta N. Tarak
Aarti Pandya	Prajakta Pande
Achala Agashe	Pranal Dongare
Aditi	Prasad Baliga
Akshay Gound	Priti Gade
Akshay Palande	Priya Deshpande
Alin	Priyanka
Amir	Priyanka Sonavae
Amit	Pushpa Arul Kumar
Amita	Rachana Jadhav
Amol Tikar	Radhika Halde
Amrut	Rajani Shree Namdas
Anand Bhandari - (Maven Systems)	Rajiv Mehta
Anil Wangi - (Maven Systems)	Rashi Pant
Anjelin Rebelo	Richa Batra
Anusheel Pandey	Rohini Bhagwat
Anushri Agashe	Ron Gress
Arati Kanchan	Rushikesh Churi
Arati Rajput	Sachin
Archana Vyavaharkar	Sachin Dhami
Asha Kulkarni	Sailesh
Bajirao Karkile	Sami Patel
Brinda Lashkari	Samriddhi Trust-Mom Banerjee
Chaitali Aaher	Sandip
Chaniya Yunahut	Sangam Volunteers Group
Crest Pre-media volunteers	Satendra
CTW Goldman Satche	Saurendra
Damini Shah	Sharvari Kulkarni
Deepasthambh - 20 volunteers	Shifa S
Development Team working on ECC – Report children (Maven Systems)	Shipra and group
Dhananjay Kulkarni - (Maven Systems)	Shital Therate
Dhruv Sawhney	Shital Yerate
Ernst & Young Volunteers Group	Shon
Fatima Najm	Shradha
Fiserv Volunteers Group	Shruti
Ganesh Jadhav	Shubham Agrawal
Gaurav Mukadam	Shweta Barate
Gauri Shankar	Sidharth Dixit
Geeta Garud	Smita Joshi
Geometric Udaan Volunteers Group	Soft Bridge Volunteers'
George, Saudra	Sonal Jain
Girl Guides	Sony & Group
Grace	Soumya Khanba
Harsha Asrani	Students of Tata Institute of – Social Science
Infosys Volunteers	Students of Cathedral & John – Connon School
Ishaniya Mall	Students of BMCC college
ISSER volunteers	

Jahnavi Bias	Students of College of Social –
Janhavi	Work- Nirmala Niketan
Jay Bang	Students of Fergusson college
Jeanette Reinbrand	Students of ST. Xavier's College
Juenelle Rebello	Students of Vidya Valley School
Jyoti	Subramanyam
Jyoti Desai	Suhas Tariharkar
Kahuna Systems Volunteers Group	Sukanya
Kalyani Sonarikar	Suprabha
Kathrin (Belgium)	Swamini Prabhune
Kavita	Tacky Uto
Kirloskar Volunteers Group	Tanij Ayab
Kirti	Tanij George
Lalita Gupte	Tata Motors
Laxmi Subramaniyam	Tech Mahindra
Lidhi (Spin)	Teyi, Muro and Uka (Japan)
Madhavi Kapatral	Uka and Tomaya (Japan)
Martand	Uma Date
Maven Systems Volunteers	UPS volunteer
Maxi, Alin (Germany)	Varunika Garg
Minal Sagade - (Maven Systems)	Vasudha Despande - Interns
Mitesh Desai	Vasudha Godbole
Mrutyunjay Kaur	Vidya Bhogale
Namita Kichlu	Vidya Dalavi
Namrata Kongupte	Vishakha Sakharkar
Namrata Tanna	Vishwakarma
Narayan	Vivek Bore
Navita Singh	Vivek Kumar
Nile and Veera (Germany)	Volunteers from Cognizant
Nilima Tai	Volunteers from Concern India Foundation
Padma	Volunteers from Tata Motors
Parth Nanadikar	Volunteers from Sangam
Peter	Wasudha Korke
	Wipro Volunteers

Visitors

Amita Menon	Maya from Tata Motors
Anuradha Vallabh	Namrata Tanna
Asmae's President and Program Director	Navaz Daruwalla
CSRD ISWR	NCSR Hub, Tata Institute of Social Sciences-MDL
Fione	Prem Advani
Garry	REC Mumbai
Gitanjali Bhatia - Plan India	Samina Shaikh UK
Gurmeet singh	Sara -ASMAE
Ipsita Das - Save The Children -India	Student from Yale University
Jinal Sanghvi - Dasra	Sujata N - SRTT
Jyotsna Bhatnagar - BP Foundation	Tata Motors
Kaushik - Zee TV	Tripathi & Yadav - Mazgoan Dock Ltd
Keller Marisa & Dhote Rohit -EQT	Venkatesh - I Create
Marti	Ylva Kronheffer- Social Initiative

Institutional Partners

Vidya Valley	School Transport
Fiserv	School Transport
Symphony	School Transport funding
Asha Kiran NGO	Enrollment of Children
Aksharpaul NGO	Survey of Kothrud Slums
Samridhi Trust NGO	Connected us with Symbiosis Volunteers
Symbiosis Viman Nagar	Survey
Maven Systems	Website development and Maint
Wipro Volunteers	Maps and Website development
Geometric Udaan	Survey, Admissions, Fundraising, Stationery

PPCE

Archana Vyavaharkar (Individual)	Ankur Singhal (Wipro)
Manavendra Adrekar (Individual)	Soni Singh (Kahuna systems)
Ms. Sadaf Shah (Individual)	Raja Lalwani (Kahuna systems)
Nitesh Dulal (Individual)	Haresh Punjabi (Kahuna systems)
Nishant Pradip Katekhaye (Individual)	Rohit Mahto (Kahuna systems)
Yogesh (Individual)	Ajit Mahale (Individual)
Priyanka Mahapatro (Wipro)	Jayanati Mone (Individual)
Nikhil Vidyasagar (Wipro)	Ms. Alka (Individual)

We would also like to sincerely thank all those whose names we might have inadvertently missed from the lists above.

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 ,2014		
FUNDS AND LIABILITIES	RUPEES	RUPEES
Trust Funds or Corpus:-		
Balance As per last Balance Sheet	3,333,784.00	
Adjustment during the year (Give details)		
Donation Received during the year	50,000.00	3,383,784.00
Other Earmarked Funds:-		
(created under the provision of the trust deed or scheme or out of the income)		
Depreciation Fund		
Sinking Fund	100,000.00	
Reserve Fund	5,750,000.00	
Any other Fund- School on Wheels Bus Fund	514,664.00	
Reserve Fund for New School on Wheels	406,286.00	
Seed Capital	23,000.00	
Staff Welfare Fund	94,600.00	6,888,550.00
Loans(Secured or Unsecured)		
From Trustee	0.00	
From others	0.00	0.00
Liabilities		
For Expenses	24,635.00	
For Advance Grant	3,406,752.50	
For Rent and Other Deposits	60,000.00	
For Sundry Credit Balance	13,312.00	3,504,699.50
Income and Expenditure Account:-		
Balance As per last Balance Sheet	38,121,861.18	
Less: Appropriation, if any	0.00	
	38,121,861.18	
Add: Surplus As per income and		
Less: Deficit— Expenditure Account	13,371,911.40	51,493,772.58
Total Rs.		65,270,806.08
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 :01.09.2014		
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 ,2014		
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:-		NIL
Note: The market value of the above investment		
Furniture and Fixtures :- As per Schedule 'A'		8,593,751.00
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	204,235.00	
To Contractors	NIL	
To Lawyers	NIL	
To Others (As per Schedule 'D')	1,108,242.56	1,312,477.56
Income Outstanding:-		
Rent	NIL	
Interest	337,476.00	
Other Income	NIL	337,476.00
Cash and Bank Balance :- As per Schedule 'B'		55,027,101.52
(a) In Saving / Current Account with	29,617,529.20	
(b) In Fixed Deposit Account With	25,366,767.32	
(c) With the Trustee	42,805.00	
(d) with the Manager	0.00	
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.		65,270,806.08
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 : 01.09.2014		
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 ,2014		
EXPENDITURE	RUPEES	RUPEES
To Expenditure in respect of properties		
Rates, Taxes, Cesses etc.	NIL	
Repairs & Maintenance	NIL	
Salaries	NIL	
Insurance	NIL	
Depreciation(By way of provision of adjustment	NIL	NIL
To Establishment Expenses		NIL
To Remuneration to Trustee		NIL
To Remuneration (in the case of math) to the head		NIL
of the math including his household, expenditure, if any		
To Legal expenses -Professional Fees		219,882.00
To Audit Fees		110,000.00
To Contribution and Fees		NIL
To Amount written off:		NIL
(a) Bad Debts	NIL	
(b) Loan Scholarship	NIL	
(c) Irrecoverable Rents	NIL	
(d) Other Items- Excess credit of int.w/off	NIL	
To Miscellaneous Expenses		NIL
To Depreciation		1,694,478.00
To Transfer to Specific Fund- Staff Welfare Reserve		3,750,000.00
To Expenditure on Objects of the Trust		
(a) Religious	NIL	
(b) Educational	62,093,846.95	
(c)Medical Relief	NIL	
(d) Relief of Poverty	NIL	
(e) Other Charitable Objects	NIL	62,093,846.95
To Surplus Carried over to Balance Sheet		13,371,911.40
Total Rs.		81,240,118.35
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 : 01.09.2014		
Mrs. Rajani Paranjpe President	Mrs. Bina Sheth Lashkari Secretary	Mr. Nitin Dadia Treasurer

THE SOCIETY FOR DOOR STEP SCHOOL The Bombay Public Trusts Act, 1950 (Registration No. F-13279(MUM)) Name of the Public Trust : The Society For Door Step School Schedule -IX (Vide Rule 17(1)) INCOME AND EXPENDITURE ACCOUNT FOR THE YEAR ENDED 31ST MARCH ,2014		
INCOME	RUPEES	RUPEES
By Rent		NIL
By Interest (Accrued/realised)		
On Securities	NIL	
On Loans -Fixed Deposit with bank	2,137,111.07	
On Bank Account	1,739,695.98	3,876,807.05
By Dividend		NIL
By Donation in Cash or Kind		8,276,577.50
By Grants- As per schedule 'C'		68,157,596.80
By Income from other sources (in details as far as possible)		
Other Income	671,241.50	
Sale of Articles	201,895.50	
Sale of Assets - Maruti Omini	56,000.00	929,137.00
By Transfer from Reserve		NIL
By Deficit carried over to Balance sheet		NIL
Total Rs.		81,240,118.35
The Society For Door Step School Jagannath Shankarsheth Municipal School Building, 2nd Floor, Room no.54/55, Nana Chowk, Grant Road, PLACE : MUMBAI DATE : 01.09.2014		
As per our report of even date Manit J Shroff Chartered Accountants 10, 2nd Bhatwadi, Girgaum, Mumbai 400 004 M No.33715		