

# ANNUAL REPORT 2016-2017





**Dear Friends,**

*Before you lose yourself in the annals of the year gone by, we take this opportunity to give you a sneak peak of some noteworthy happenings.*

*Widening horizons for our kids is ever important to us as we truly believe that education is by no means limited to literacy and numeracy, and when they come out winners at these interactions they definitely deserve an applause. Ms. Parvati Mane won the Silver medal for the 400m sprint at the Inter NGO Sports organized by Concern India. Our kids who participated in the Annual Talent Hunt (TalHunt) organized by Cognizant came away with the Best Discipline Award.*

*We, organizational leaders, too have won some accolades- an award for valuable contribution to society at the Senior Living Expo organized by Times Group and Paranjpe Schemes on November 18, 2016 and as a part of International Women's Day celebration, recognition for 'Breaking stereotype' at an event organized by Vwash. (Both these were awarded to Mrs. Paranjpe.)*

*Another award that came the organization's way is the Kirloskar Wash Award for Incredible Contribution. Water and Sanitation Hygiene (WASH) is a program developed by Kirloskar Foundation, Pune with the objective to create awareness on sanitation, hygiene and cleanliness and has been implemented at our Pune centers since 2011-12.*

**Also noteworthy are:**

***In Mumbai***

- The handing over of a balwadi run by us in the Sanjay Gandhi National Park to the government's Integrated Child Development Scheme.*
- In the third year of our partnership with Plan international and Committed Community Development Trust (under a project aptly called Sahyog) to provide end to end program at Sanjay Gandhi National Park area 12 more hamlets were added in 2016-17. The key areas of project continue to be Nutrition, Maternal and Child Health, Education, Water, Sanitation and Hygiene (WASH) and Child Protection.*
- A five year ( 2017-2022) strategy and pragmatic implementation action plan has been devised to build Child participation more strongly into our Bal Samuha, thereby enabling children beneficiaries to be actors in their own lives and to participate in the decisions affecting them.*

***In Pune***

- In tandem with the Government's newly introduced 'Swachh Bharat Swachh Vidyalaya- a National mission', we launched 'Teach Them Young' creating awareness and enabling good practices for personal and environmental hygiene.*
- Our 'Project Grow with Books' was introduced to 15 'Model schools' (under Shikshan Mandal's new initiative) and to private aided schools.*
- We continue to explore the possibilities for expansion our campaign 'Every Child Counts' across all developing cities. It is much needed as it would enable more out-of-school children to join main stream education. As a part of this endeavour, we have tried to collaborate with different NGOs and volunteering groups since the campaign's format can be easily replicated in all the cities.*

*Yes, there is much on our plate as we enter the new year for which we continue to need your unconditional support*

**Rajani Paranjpe (President)**

**Bina Sheth Lashkari (Secretary)**

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## About Us

Door step school is a registered non-governmental organization working to promote education and impart literacy skills among the socially and economically disadvantaged children of urban slum communities in Mumbai & Pune. Today the organization's annual outreach exceeds 1,10,000 children altogether in both cities.

## History

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

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

## Vision

To be an instrumental force that brings development to children.

## Mission

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

## Goal

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

## Reach out

Interventions	Mumbai	Pune	Total
Direct – Community Based	9217	18171	27388
Municipal Schools	15000	57641	72641
<b>Total</b>	<b>24217</b>	<b>75812</b>	<b>100029*</b>
<b>*Numbers are cumulative</b>			

## DOOR STEP SCHOOL- MUMBAI HIGHLIGHTS OF THE YEAR

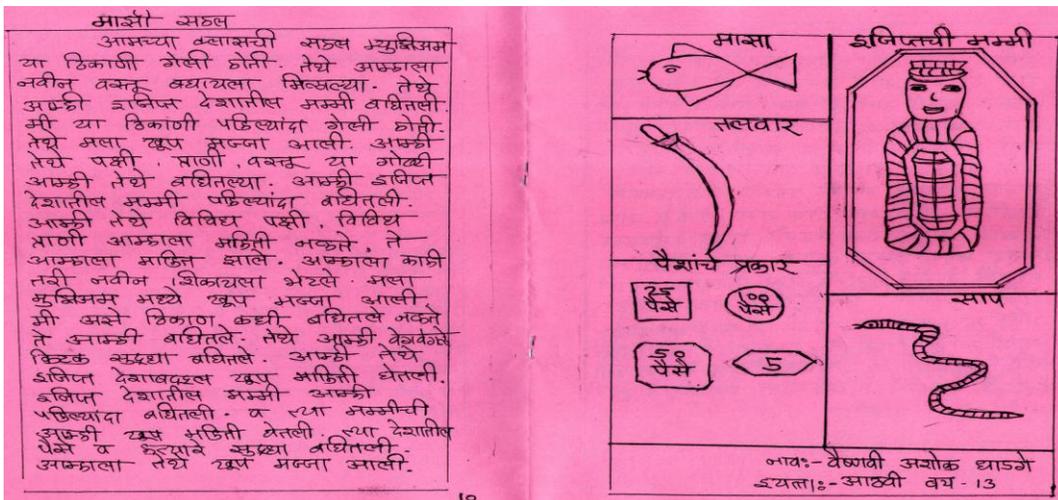
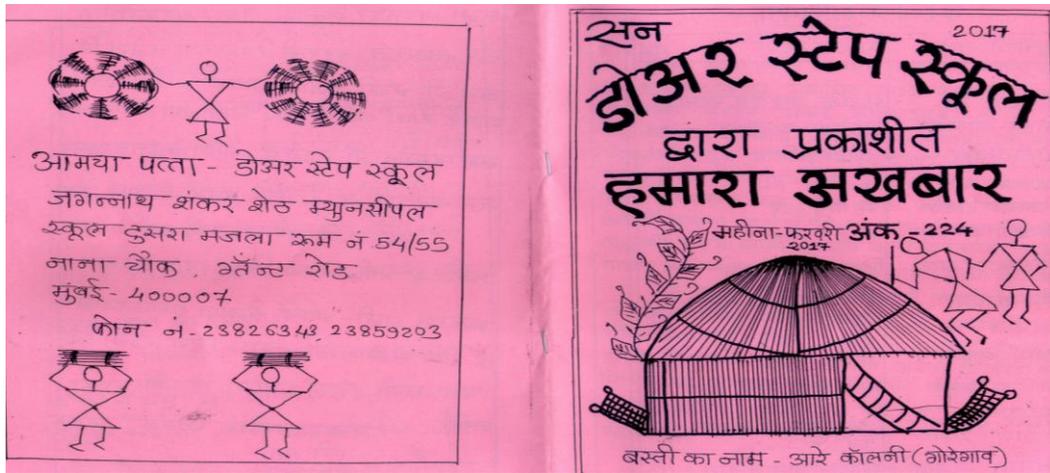
- **Strategic Planning for Bal Samuha:** Bal Samuha literally means, group of children, (Bal denotes children and Samuha denotes group). It is group of children in the age of 10- 18 years, to work for protection of child rights along with sustaining the initiative of Door Step Schools in the community. Last year we have decided to come up with strategic plan for the Bal Samuha activity. As a first step an intensive study with the help of external researchers is carried out. The objective of this study was to provide the diagnostic analysis and impact evaluation about child participation program in terms of its relevance, effectiveness, efficiency, participation and sustainability ahead. On the basis of findings a focused workshop was conducted to plan long term strategies for Bal Samuha at Door Step School. The team along with external experts **designed and developed** DSSM Child participation ( Bal Samuha ) program's **five year ( 2017-2022) strategy and pragmatic implementation** action plan to internalize , integrate and immerse Child participation ( Bal Samuha) program within organization , thereby enabling children beneficiaries to be actors in their own lives and to participate in the decisions affecting them.
- **Exposure/Educational visits:** Memories of school Educational trips are among the most prominent of the formative years, largely because they are a welcome break in the routine for both students and teachers. While their purpose is essentially to educate, they can also be a fun bonding experience for everyone. At Door Step School we believe field trips are important moments in learning; a shared social experience that provides the opportunity for students to encounter and explore novel things in an authentic setting. These visits can provide memorable, immersive learning experiences, provoke imagination, introduce unknown worlds and subject matter, and offer unique environments for quality time with family. In the last year, we have organised many visits for our children. Instead of taking children to some bore sides, our team worked on finding new and creative sites. The places visited across the year were BEST Museum, Railway Museum, Banks, etc.
- **Participation:** The Convention on the Rights of the Child affirms that every child has the right to participate in all matters concerning him or her. This means that all children have the right to access information, express views, to be involved in decisions affecting them and form or join associations. Participation rights therefore, are the tools that enable and empower children to realise all other rights and contribute to their own survival, protection, development and participation. Door Step School knows from its experience that children's participation greatly enhances the success of any project or programme. Children's Participation in this sense, means inspiring children to take positive steps for 'Change' by providing them with opportunities to explore, think and act. We had created many opportunities for children to participate in variety of programs and events throughout the year. These engagements are like participating in

performing street plays in the communities as well as representing community in workshops of forums. We had also sent some groups to participate in sports tournaments organised by external agencies as well.

- **Learning from Festivals and Historical Days:** Celebrating national days and important festivals have become an integral part of joyful learning, community building and thought provoking processes. At door Step School, Religious festivals from across religions, national festivals and festivals related to our environment are celebrated with great enthusiasm. Children are exposed to the essence of the festivals through stories, music, dance, food, discussions and a variety of hands-on activities and projects. The festivals are not only connected to our social and environmental context but to one's inner world too. During Rakshabandhan, it was the understanding brotherhood with a difference; we tried to give messages on importance on own and peers safety. While Diwali brought out the joy of giving and spreading joy amongst ourselves. On Children day it is about learning about rights of the children and Independence Day was about questioning and revisiting the true meaning of freedom and its relevance in today's context. Along with the enthusiasm, fun and activities of celebrations, the qualities of sensitivity, simplicity and creativity is highlighted.
- **Football Teams:** Door Step School is not rigid on developing only academic capacities of children but to give extracurricular inputs to support their holistic development. We work in three folded set of activities, one is obviously knowledge but in addition to that skill building and recreation is also important for overall development of child. As a part of Bal Samuha program, we have started our own football teams at 2 places. Interested children got enrolled for the same and specialized inputs being delivered to them along with kits for the football coaching.
- **Hamara Akhbaar:** Hamara Akhbaar is the children's magazine where the children get an opportunity to express their learning's and journey in their own words and handwriting. At every step the children are encouraged to write about their experiences and express their perspective. This magazine is the children's reflection of the world and thus it is very important for all the mentors (teachers, coordinators, trainers etc.) to nurture it. It works as a platform for self-expression. In this year Door Step School published 12 Hamara Akhbaar.
- **Project 'Sahayog':** working together is a key of success in social development work. Door Step School understands the importance of collaboration and its significance for holistic development of children. With this noble thought we partnered with Plan international and Committed Community Development Trust to provide end to end program at Sanjay Gandhi National Park area. The project is in its Third year and has consolidated on its initial work and has also scaled up. During its first phase of the project reached out to 12 hamlets in the Borivali and Goregaon side of SGNP. This year Sahayog added 12 more hamlets in the program. The key thematic areas of project are

Nutrition, Maternal and Child Health, Education, Water, Sanitation and Hygiene (WASH) and Child Protection remain the same for this year too.

- **Handover Ceremony of Sahyog Balwadi to ICDS Navapada center:** Towards sustainability of initiative, Sahyog Balwadi in Navapada was handed over to Aanganwadi. The ceremony included teaching aids exhibition, interaction with parents and children's preschool activities. 60 children, parents and staff participated in this program.
- **Sustainability:** Parent involvement is very critical to sustain educational as well as holistic development of the child. Regular parent meetings were conducted on various topics. The major issues discussed in these were, health and hygiene of children, issues of child protection, attendance and regularity in class and assessment processes. We had also used these meetings to update them about the current activities and upcoming activities. Most of the meetings were interactive in nature and we have conducted many participatory games to increase their interest in meetings as well as to get them understand the importance of education.



**Table 1: ACTIVITIES AT A GLANCE (2016-17)**

Sr No.	Programme		Activities	No. Of Classes	No. Of Beneficiaries
1	Direct intervention	Community based educational programme	Balwadi (preprimary)	36	1117
			Study class	39	983
			<b>Total</b>	<b>75</b>	<b>2100</b>
		School on wheel	Non formal education	16	442
			Study class	1	27
			Balwadi	1	28
			<b>Total</b>	<b>18</b>	<b>497</b>
		Computer center	<b>Bus service</b>	<b>1</b>	<b>36</b>
			A ward	44	776
			M ward I and II	72	1117
			E ward	26	638
			F south	19	303
		<b>Total</b>	<b>161</b>	<b>2834</b>	
2	School partnership programme	Direct intervention in 37 municipal schools covering more than 15000	Study class	33	621
			Mental health project (1 School)		1362
			Reading promotion (grow with books)	122	5918
			School library (5 <sup>th</sup> to 7 <sup>th</sup> std)		2613
			First step school	14	458
3	Bal Samuhaa			33	785
4	Sponsorship				176
5	Community learning center		Door to door library		716
			Reading promotion		2073
6	Training cell		Ongoing training for teachers		Each group to attend 2 times a month on Saturdays or month end and capsule trainings twice in a year.
			Area coordinator/ coordinator/ trainers		Once in a month

**IN THE YEAR 2016-17, THROUGH OUR DEDICATED AND CONTINUES INPUTS THROUGH VARIOUS PROGRAMS WE WERE ABLE TO ACHIEVE FOLLOWING OUTCOMES.**

- Increase the accessibility of schooling to the first generation learner such as running lane wise and community wise classes, hence removing the barrier of accessibility.
- Balwadi or pre-primary classes highlights the need for creating a base to enrol children in formal schools.
- Bringing school to the children at their convenient time and place for the out of school children thus bringing them into the fold of education through School on Wheels and Non formal education classes.
- The library in form of Community Learning Canter for school going children to encourage children to develop a healthy reading habit and thereby build language skills through exposing to all form of print language in their environment
- Providing on going trainings to the teachers hence catering to the need of qualitative education.

**COMMUNITY PROFILE**

Door Step School works directly in the slum communities through its Community Based Educational Interventions. Keeping in mind the experiences of working in the communities and with most of our children attending the nearby Municipal schools, the organization has adopted a strategy to work with the nearest Municipal School to the community in which it works. This strategy helps in keeping a track of the children who are going to schools which helps in preventing the drop out. We also run School on Wheels in these areas wherever we find a group of children who are out of school and classroom space is a big constraint. This year we worked in total 37 slum pockets and 32 Municipal schools through our interventions in Mumbai and have started initial groundwork for permission and set up in 8 new Municipal Schools.

Where we work in Mumbai?

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

**Ward A:** Door Step School has been working in Ward A since 1988, 29% of its population living in slums, since its inception and this is where the first class of Non Formal Education class began in 1988. Currently, Door Step School has Community Based Interventions in Ganeshmurti Nagar, Backbay, BAN Extension Center, Babasaheb Ambedkar Nagar, Shivshakti Nagar and through School Partnership Programme it works in Colaba, Colaba Market, Lord Haris, Manohardas and Bora Bazaar Municipal Schools. The community



comprises of majority population of Banjara community who due to proximity to the docks are more into fishery business and allied activities. Crawford Market and Gateway of India are the locations where we reach out to children through School on Wheels.

**Ward B:** Door Step School has been working in Ward B, 13.33 % of its population living in slums, since 2001 has Community Based Interventions in Masjid Bunder and Wadi Bunder and through School Partnership Programme it works in Janabai, Dongri and Mandvi Municipal School. The community comprises of majority Tamil speaking population which is majorly involved in daily wage work in grains market or are self employed. Dockyard Road, Wadi Bunder and Bhaucha Dhakka are some of the locations where we reach out to children through School on Wheels.

**Ward E:** One of the most challenging areas with very poor sanitation and high levels of air pollution. Door Step School has been working here since 2006, 11.86 % of its population living in slums, through Community Based Interventions In Hariyana Gate, Hey Bunder, Jay Bheem Nagar, New Tank Bunder, Pardhiwada, Powder Bunder, Reti Bunder, Reay Road and through School Partnership Programme it works in East Byculla Municipal School. Ward E located on the Eastern shore which offers a sheltered harbour and is therefore the base of the

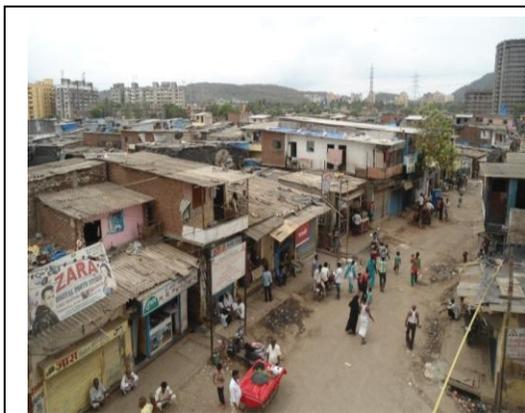


shipping and fishing industry. Most of the population of these communities is involved in daily wage jobs such as cleaning fish, working on dock, scrap collection, ship breaking, rag picking, etc. The sprawl of slum communities settled on the collector and MBPT lands, whose existence is not acknowledged by either MBPT or BMC because of their unauthorized status offers challenges that have not yet been fully overcome. Reay Road, Reay Road bridge and Hariyana Gate are some of the locations where we reach out to children through School on Wheels.

**Ward F- South:** One of areas where Door Step School has started working in year 2013 is Ward F-South, with 36% of its population living in slums. Far more challenging than Ward E, we have been still adjusting with issues of poor sanitation, high levels of air pollution and getting human resources to work here. Door Step School has Community Based Interventions in Indira Nagar, Sewri and through School Partnership Programme it works in Abhyudaya Nagar Municipal School. Indira Nagar has the majority of habitants working as daily wage workers in unorganised sectors.



**Ward M-East:** Door Step School has been working in few communities in M ward since 2008, with 78% of its population live in slums. Mankhurd, a part of M-East, is the dumping ground of Mumbai – both the trash and the slum dwellers of Mumbai, thrown out of the centers of the city, are thrown into rehabilitation colonies. With high illiteracy rate and more number of children out of school there is huge scope of work and expansion in this ward. Door Step School has Community Based Interventions in Hiranandani Akruti, Natwar Parekh, Mandala, Sathe Nagar and Maharashtra Nagar area and through School Partnership Programme it works in Shivaji Nagar 1, 2 and 3, Deonar, Shivam Municipal School, Lumbini Baug, Mankhurd, Shahaji Nagar.



**Sathe Nagar**



**Hiranandani Akruti**

**Ward R-South and P:** Door Step School has been running School on wheels in this area as it was invited by Rotary Club of Kandivali. The focus of the organization here is to work with the tribal population living in remote hamlets of Sanjay Gandhi National Park, where no basic facilities are available as the land falls under Forest department's jurisdiction. The organization has extended its services of School on Wheels since 2010 for the children in the 4 hamlets of



Tumni pada, Chuna pada, Chinch pada and Kelda pada of Sanjay Gandhi National Park. We run Balwadis, Study Classes and Non Formal Education classes for the children in the National Park. We also provide the children transportation till the main gate of the Park thus saving the effort of the children of walking a couple of kilometers to reach the school. This year we have started working in 11 hamlets (padas) in the Sanjay Gandhi National Park of which 9 are accessible from the entry gate on Borivali end and 2 from Goregaon end.

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



**Goregaon/ Aarey Colony New Padas:** Door Step School started working in Ward R- South and Ward P in year 2010. Our first program in that area was School on Wheel. In the same year we have extended our services of School on Wheel for the children in the 4 hamlets of Sanjay Gandhi National Park. Later on we partnered with Plan international to increase the reach out. From year 2015, the project ‘Sahayog’ is reaching to 28 hamlets and focuses on empowering communities to know their rights, linking them to key duty-bearers and enabling them for a better life. In this year we have also added few more hamlets to reach more children.



**Worli:** One of the areas where Door Step School has started working in last year is Jijamata Nagar- Worli. The area is settled many years ago and population migrated from all over India settled with their families. The people live in very small houses and congested lanes. Due to this they are facing lots of the problem in rainy season as the houses are built near open ‘Gutters’ and waste water drainage. Most of the youths are unemployed or working in unorganized sector. Many of them are addicted to smoking and alcohol. There is Government as well as private schools available in the community and most of the children are enrolled in regular schools. But the awareness about education is very poor among the parents. They are just sending the children to school and not able to take any other initiative for holistic development of children. we started our work in the area with community Learning Center and Study Class.

## COMMUNITY BASED EDUCATIONAL PROGRAMME

Door Step School brings education to the doorstep of children by running tailor made need based interventions and acts as a bridge between these underserved children and formal education. The organization knows that only working towards imparting education to children alone would not suffice the need and it recognizes that other key stakeholders like parents, school teachers, neighbors' and formal education institutions need to be educated for supporting the child's learning process and development. From last 29 years we are serving in the most underprivileged communities in south Mumbai such as Colaba, Reay Road and also expanded towards eastern and western Mumbai. In these areas we have presence in Thane, Borivali, Goregaon, Mankhurd and many more.

We have range of programs to fulfill the educational needs of children. Program like Balwadi cater the needs of preschoolers and Non formal educational class helps to the children never attended or dropped out. We have community learning centers, study classes, door to door library to sustain them in the education. Looking at emerging need of technological literacy we have also operating through science, maths lab and computer centers.

### Balwadi

The Balwadi is a pre-school preparation programme, where 3-6 year olds are prepared for school and entry into school is ensured as soon as the child is of eligible age. The Balwadi thus serves as a preventive measure – preventing children from joining the ranks of child labor and preventing them from growing up into illiterate adulthood. To prepare the young ones in the age group of 3-6 years, for formal schooling and giving them an exposure to developmentally appropriate pre-school education, Door Step School runs Balwadi in communities. Curricular and Extra Curricular activities are planned based on the projects that we run in classes.



**Table 2: Distribution of Children attending Door Step School Balwadi (2016-17)**

Ward	Units	Children Enrolled			Sustained Till the end of April 2017
		Boys	Girls	Total	
<b>A-WARD</b>	8	130	142	272	238
<b>B-WARD</b>	2	25	33	58	53
<b>E-WARD</b>	10	138	177	315	263
<b>F-SOUTH</b>	1	18	21	39	31
<b>M-WARD</b>	14	201	215	416	376
<b>P-SOUTH</b>	1	8	9	17	17
<b>EWARD-SOW V</b>	1	17	11	28	24
<b>Grand Total</b>	<b>37</b>	<b>537</b> <b>(47%)</b>	<b>608</b> <b>(53%)</b>	<b>1145</b> <b>(100%)</b>	<b>1002</b> <b>(88%)</b>

**Outcomes:**

- Since the commencement of first balwadi in the year 1989 in slum communities more than **23561** children have benefitted from the classes which have helped the first time school goers to cope with the formal school environment.
- **1145** children benefitted from total 37 balwadis run in the slums of seven different wards of Mumbai in the year 2016-17.
- **53%** of the total children are girls and its shows good gender balance.
- **67%** children attended more than 75% of the classes which are conducted every day from Monday to Friday all round the year.
- **88%** children who were enrolled in the balwadi were sustained till the end of the year in door step school balwadis.
- **696** children who were in door step school balwadis last year were enrolled in formal schools in the year 2016-2017

**Best initiative:**

- **Birthday remembering:** to induce the concept of age, an activity with drawing cake and writing name of student along with birthdate was conducted in each Balwadi. The discussion on how birthday celebration is happened in the house, how frequently it happens, etc. helped children to relate and memorized their birthdates. Children draw big cake on card paper and it was then cut in same shape to put it on wall like hanging board. Months were also written on the same. This board was then being used for remembering birthday month for each child.
- **Seed Germination:** It aimed at enhancing the observation skills of children. As a part of project learning of Growth, this activity was held in class where children not only made daily observations but own the responsibility to nurture the plant. Using kits of Gali Gali Sim Sim teacher explained and discuss the process of growth of plant. The process has raised the interest of children they regularly observe the growth and discuss among each other. Analyzing her experiences Yasmin said, "Teacher, the plant grows up because we water it. We have small puppy, we used to feed him now he has become big."

*Shaba Jallaluddin Sheikh is four years old and attending Balwadi at Natwar Parekh compound. She is in junior class. Shaba has both the parents and 2 elder brothers. Her father is taxi driver by profession but hardly goes for business. He is ill and most of the time stays at home due to his illness. Her mother is housewife and takes care of children at home. When Shaba's parents enrolled her in Balwadi, she was so upset and scared. She was refusing to attend class and becomes violent at the time of starting the class. She used to cry loudly and use foul language against the teacher and other fellow students. She also tried to bite teacher and beat some children. It was her behavior*

*for almost every day. She also had habit of eat chalk and pencil. This was not good for her health and teacher tried to explain about it to her but the behavior remains unchanged for almost one month.*

*Teacher realized that her behavior is a symptom of her unwillingness of attending regular class. And to resolve this, creating and increasing her interest in class activities is only way-out. As a first step teacher asked her to do only hand on work like using blocks, making things from clay, etc. She likes to draw, so teacher also provided her extra drawing sheets and colors. With the use of that material she started drawing shapes, filling color in it at home as well. This made her taking interest in class activities as well. Teacher also asked her to help in distributing class material among her co students at the time of starting the class. This helped teacher to increase Shaba's responsible behavior towards fellow students.*

*This slow but steady strategy worked. Shaba's violent behavior is total changed and now a days Shaba attend regular school and her performance is also very positive.*

### **Non Formal Education at School On Wheels**

The Non Formal Education class which addresses the educational need of the out of school children in the age group of 7-18 years, serves as a remedial measure, giving these children an opportunity for gaining literacy skills which they otherwise would not have had. In this year we have 16 NFE classes, 1 balwadi, 1 Study Class and 1 bus service running on 5 School on Wheel Busses. Teachers conducted curricular and extracurricular activities based on the language and math framework of the organization.



The beneficiaries of this activity are street children and pavement dwellers and they are attending classes in bus at their door step. Our Busses operates from south Mumbai to Eastern end of Mumbai and at Western flank of Mumbai as well. The parking locations are really interesting and unlikely to common people. We are parking our Buses on the crowded streets like Crawford market and Fashion Street at the same time we have locations like Railway yards

where local Mumbaikar hardly enters. We are also serving at the most unhygienic slums of Mumbai as well.

	<b>Location</b>	<b>Units</b>		<b>Children enrolled</b>	<b>Sustained till end of April' 17</b>
<b>School on Wheels I</b>	Wadi Bunder, Yard No.7 & Yard No.12	NFE	4	119	59
<b>School on Wheels II</b>	Pardhiwada, Mandala Janta Nagar	NFE	4	98	81
<b>School on Wheels III</b>	Reay Road	NFE	2	48	30
		Study Class	1	27	27
		Bus Service	1	36	36
<b>School on Wheels IV</b>	Chunapada, Saidham, Khadakpada	NFE	4	135	123
<b>School on Wheels V</b>	Croford Market	NFE	1	18	18
	Fashion Street	NFE	1	24	24
	Hariyana Gate	Balwadi	1	28	28
		<b>Total</b>	<b>19</b>	<b>533</b>	<b>426(80%)</b>

#### **Outcomes:**

- Since the inception of the school of wheels in the year 1998 in slum communities more than **5014** children have benefitted from these classes.
- **501** children have been enrolled in formal schools since the beginning of the first school on wheels.
- **533** children benefitted from the classes which were run in 14 locations of 5 different wards of Mumbai. These children are a part of balwadi, study class or non formal education project, the only difference is that they learn through the medium of school on wheels.
- **78%** children attended more than 50% of the classes which are conducted every day from Monday to Friday all round the year.
- **45** children have been enrolled in formal school from the school on wheels project in the year 2016-17.
- **80%** of children who were enrolled in school on wheels were sustained till the end of the year in our class. 20% children have dropped out as they have moved to their village.
- **36** children have been benefitted through School Bus Service and have been regularly attending schools.

**Best initiative in School on Wheels:**

**Teaching fractions using geometrical shapes:** Card papers, which were in the shape of a triangle, circle, square; rectangle, etc. were shown to the class. Students were asked to draw objects which have these shapes in life. Then, one group was asked to colour just one half of each of these shapes. The other group was taken through how money is divided. For example, the half of Rs.10 is Rs.5, etc. Students were able to grasp the concepts of half, one-fourth, etc., better as they worked practically on these.

*Rajesh Kamruddin Shaikh is a 10 year child from Wadi Bandar. He is a student of our Non Formal Education class. He lives with a family of 5 and his house is rented from local landlord. Her mother is domestic worker and father is jobless. He has 2 brothers and one of his brother also attend the other initiative of door step school for preprimary students. He has one more brother who is not attending school as of now. Bengali is a mother tongue of this family and speaking Hindi is quite a challenging job for him. Inability to speak Hindi made him avoiding regular tasks at class and also mumbling while speaking in Hindi.*

*Two years before, when we had organised a health camp at Wadi Bandar. Rajesh diagnosed with heart problem. Doctors found a hole in his heart and suggested to admit him in a hospital for further treatment. But since his both the parents were also ill and were not able to take care of him. They avoided admitting him in the hospital. Rajesh is a hyper active child and excessive physical activities are not good for his health. He is aware about his heart problem and he also know that too much physical activity is not good for him.*

*Our teacher took this forward to his parents and had joint discussion with them. She also ensured re-insisting about consequences of the problem. To avoid his excessive physical activates without losing his interest towards class, our teacher involved him more in to other activities. She asked him to help her in monitoring the class, to distribute study material in class and following up with children not attending regular class. This helped; he started taking things positively as well as responsibly. Since he is now a monitor of class he started showing interest in class work as well. His performance is far better than last year and in coming academic year will get an admission in formal school.*



## Study Class

In the span of one year 1010 children benefitted from 25 Study Classes. All the children are attending formal schools either before the study class or after it. These children are studying in grade 1st to 4th. DSS Study Classes helped them to boost their learning of basics of language and maths. Most of the activities are majorly divided into language development activities which consist of language workshop on letter writing, language game- do's and don'ts, writing interrogative sentences, Reading fair, Learning to use maps and atlas, Introduction of the concept of small and big, introduction of the concept of tens and units, Learning Number with fun, and Learning time. At each study class the attendance of children is maintained regularly in daily attendance registers and the same is reported to DSS MIS on monthly basis.



**Table 4: Distribution of Children attending Door Step School Study Class (2016-17)**

Ward	Units	Children Enrolled			Sustained till the end of the April 2017
		M	F	Grand Total	
A-WARD	2	18	30	48	46
E-WARD	3	56	35	91	76
F-SOUTH	2	30	20	50	42
M-WARD	24	271	323	594	531
P-SOUTH	2	29	25	54	50
R-SOUTH	5	52	69	121	112
THANE-BALKUM	1	11	14	25	25
	<b>39</b>	<b>467</b>	<b>516</b>	<b>983</b>	<b>882</b>
EWARD-SOW V	1	20	7	27	26
<b>Grand Total</b>	<b>40</b>	<b>487(48%)</b>	<b>523(52%)</b>	<b>1010</b>	<b>908(90%)</b>

**Table 5: Standard Wise Breakup Of Study Class**

Standard	New	Old	Grand Total
1 <sup>ST</sup>	227	2	229
2 <sup>ND</sup>	157	105	262
3 <sup>RD</sup>	109	129	238
4 <sup>TH</sup>	36	90	126
5 <sup>TH</sup>	69	9	78
6 <sup>TH</sup>	46	16	62
7 <sup>TH</sup>	2	--	2
8 <sup>TH</sup>	9	--	9
9 <sup>TH</sup>	3	--	3
10 <sup>TH</sup>	1	--	1
<b>Grand Total</b>	<b>659</b>	<b>351</b>	<b>1010</b>

- Since the commencement of first study class in the year 1992 in slum communities more than **13387** children have benefitted from the support offered through these classes which have helped them cope with their studies in formal schools.
- Total **1010** children have benefitted from study classes.
- **983** children benefitted from total **39** study classes run in the centers in slums and **27** children benefitted from **1** study class run on **1** school on wheels buses in the year 2016-17.
- **35%** children have benefitted from the study class for second year in row.
- **88%** children attended more than 50% of the classes which are conducted every day from Monday to Friday all round the year.
- More than **90%** of children who were enrolled in the study classes were sustained till the end of the year in door step school study classes. **10%** children have dropped out due to various reasons like shifting to a community, moving to village, required to stay home for caring for sibling, working, who are attending madrassa etc.

### Best Initiative at Study Class:

**Learning ascending & descending order:** To begin with 3rd and 4th standard students were asked to identify numbers. A ladder was drawn on the floor using chalk. The card with the smallest number was placed on the lowest rung of the ladder. Then, one after the other, cards with ascending numbers was placed on the higher rungs by the students. The same exercise was then conducted on the black – board for descending values. Lakshmi said that she felt intimidated by the use of terms, ‘aarohi – avrohi’ at the beginning of the class, although the concept is simple.

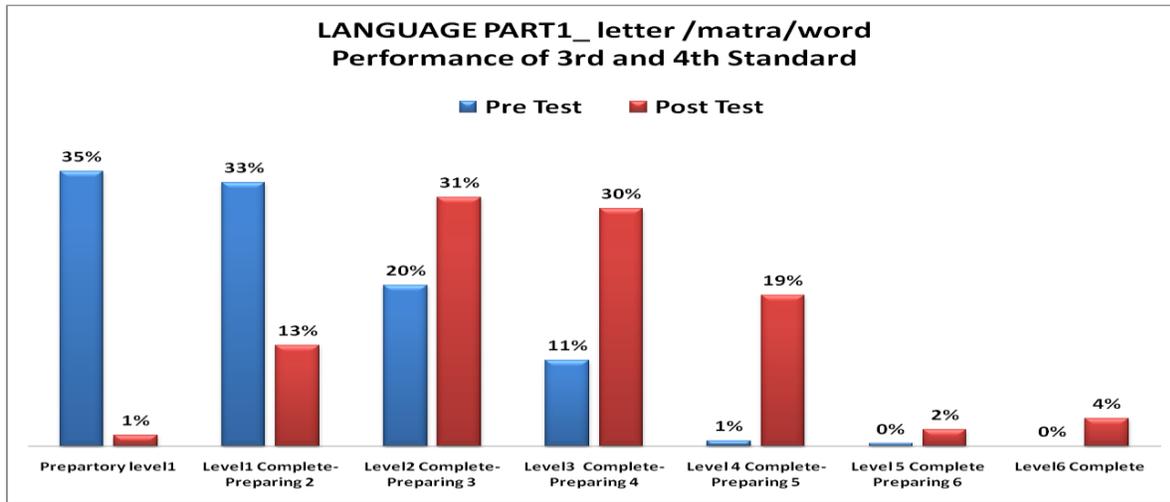
*Anand lives in a family of 9 members. It's a joint family of his grandparents. His mother is uneducated and a housewife. His father is a driver and studied till 9th grade of schooling. They live in a small house with very basic facilities available. He has one younger sister and she is studying in Balwadi. Anand being the eldest son of the family was pampered a lot and so was very naughty. Even in the class, he used to beat and disturb other students. First few days of school, he was silent. After that, he started his naughtiness. He was lagging behind in the studies and he didn't concentrate much on Maths and Language.*

*After involving the older students, Anand's mother was called and spoken to about his behavior in class. His mother told that Anand behaved the same way at home also but after joining Door Step School, she is able to see a lot of difference in his behavior. Anand was given class leader works where he had to make sure that the students stand in a line while coming to computer class, arrange their chappals in a proper order, and throw garbage in the dustbin and such.*

*CLC had a session where after reading a book, the students enacted a play out of it. They learnt how to use a book and how to maintain it properly. After that, Anand made sure he did not misuse the books. Every Monday, he liked to attend the computer and CLC classes. He marked every Monday in his home calendar so he won't miss the class. His mother asked leave permission from the teacher on the day he had to take a health checkup. The change in Anand's behavior was clearly noticed by his family members. Even students at Anand's school were able to recognize this change in Anand. He himself informed about this to his teacher and from that day onwards, he started learning with interest.*

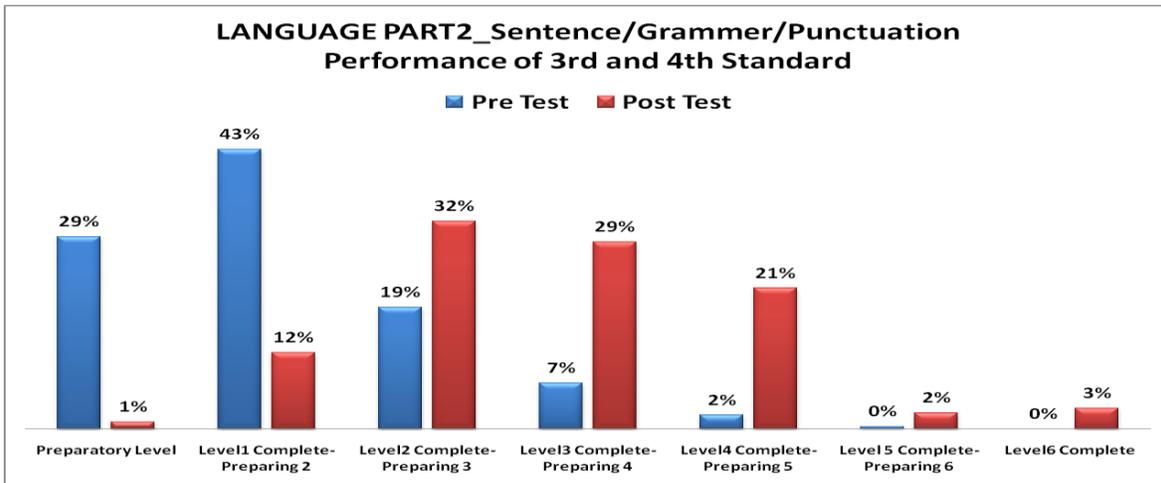
*There is a lot improvement in his studies. Anand had actively involved in every classroom activity. One day, for personal reasons he and his mother had to go to their village. His mother came to class and asked the teacher to give his homework for the whole month so he will learn during that time without wasting the time. Anand completed all the homework that was given to him and when he came back on March 27, he submitted his works. He also wrote the exam very well, although if he had not gone to his village, he would have done it even better.*

**Performance :**



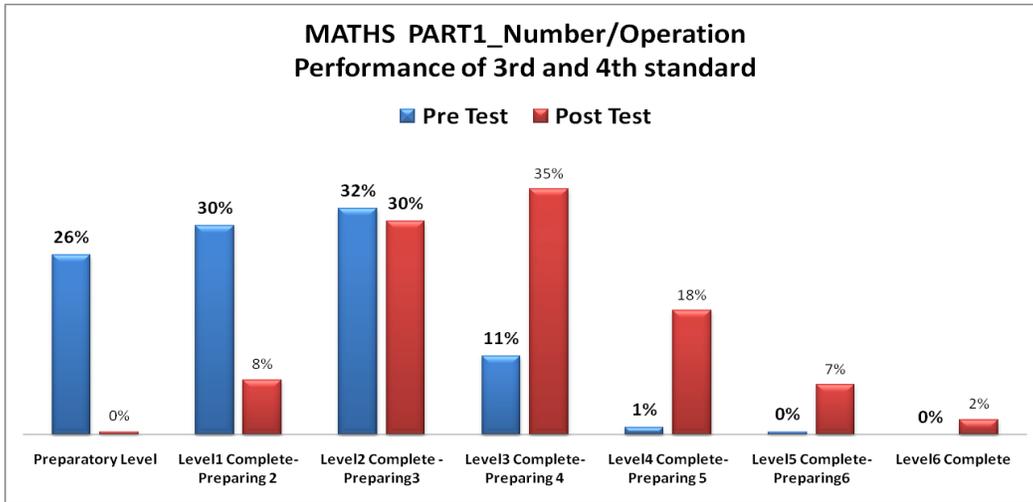
**Language Part 1**

- Very good change in language pre and posttest is observed in this year. At the start of the year **35%** children were in preparatory level and at the end of year only **1%** children remain in that level.
- In level 3, as compared to pretest, the post test is showing growth of almost **19%** in posttest. Even in level 4, while the pretest was **below 1%** and at the time of posttest it was **19%**. These children can now recognize and write words as well as use those words in their day to day communication.



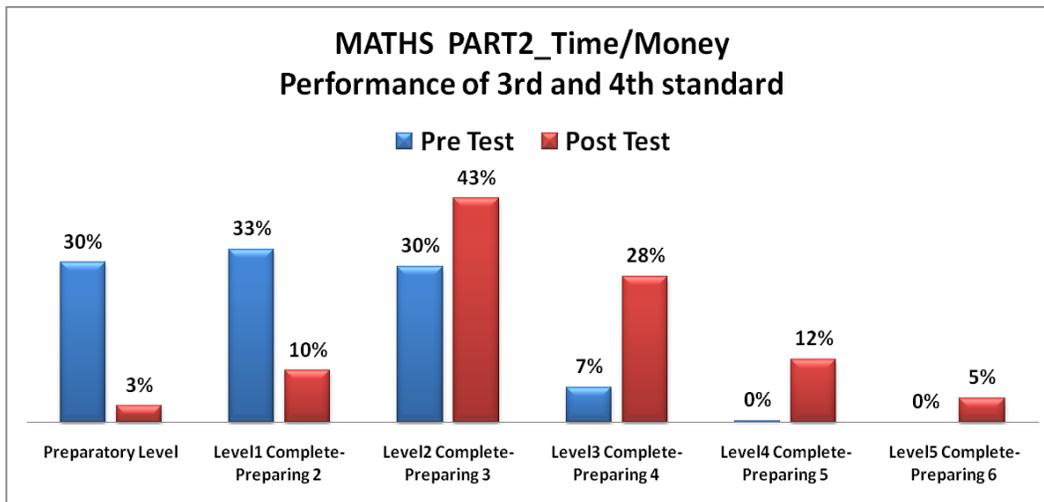
**Language Part 2**

- A positive change observed in all levels of posttest for sentence and grammar performance. In level 4 and 5 the **growth of 20% to 22%** can be seen.
- Around **31%** children moved from level 2 to next level. At the time of pretest it was **43%** and at the time of posttest it was only **12%**. This shows that these children are now able to write a paragraph and also performing well with the grammar and punctuation.



### Mathematics Part 1

- Mathematics part 1 test is based on ability to recognize numbers and do easy multiplications. In pretest around **25%** children were in preparatory level and at the time of posttest there were hardly **0.5%** children seen in this level.
- Growth of 24% can be seen in level 3, while the pretest is 11%, more than 35% children were able to reach this level. Now these children are easily do multiplication and fractions of 100 in concrete as well as abstract.



### Mathematics Part 2

- In level 1, as compared to 30% children in pretest only 3% children remain in posttest. This is good sign and showing positive change.
- At level 3, at the time of pretest **only 7%** children were able to understand time and money concepts. At the time of posttest around **28%** children were seen doing it easily.

### English Study Class

English is one of the most important Global languages. Most of the international transactions of recent times were concluded in English. The language has contributed significantly in narrowing the gap between the geographical boundaries. The benefits of learning English can be seen in the economic, social and political life of the people. Considering all of this parents are also willing to enroll their children in English medium schools. The dreams are higher but at the same time the same parents are not able to support learning process at home due to inability to understanding English. Door Step School picked up this as a modern days requirement and started English Study Classes at Hiranandani Akruti community. Last year it was a pilot for us and we are still in the process of consolidating our experience with this new initiative. We are partnered with ‘LeapForWord’ organization for their technical and curriculum support at English Study class. In this year, 121 children accessing through 6 study classes.



Table 6: Distribution of Children attending English Study class (2016-17)			
	Units	Children enrolled	Sustained till end of April'17
Hiranandani Akruti	6	121	115(95%)

### Science and Maths Lab

The year has begun with lot of support of students, parents and staff to take the science and Maths further. Interest of children and enthusiasm has made us to work hard to offer much more through science and math lab.

*Sunita told, "Maths lab classroom activities helps to teach maths to my younger brother."*

With past experience we understood it is need of children till the 8<sup>th</sup> grade and children of 1<sup>st</sup> and 2<sup>nd</sup> standard could not benefit much can be omitted from the programme for at least one year. The other experience was that children were ready to maintain their own work by keeping individual scrap book. The confidence of children while explaining and science experiments was amazed and encourage organization to take science beyond the class room.



<b>Labs</b>	<b>Units</b>	<b>Children enrolled</b>	<b>Sustained till end of April'17</b>
<b>Science Lab</b>	<b>10</b>	<b>230</b>	<b>205(89%)</b>
<b>Maths Lab</b>	<b>8</b>	<b>182</b>	<b>159((87%)</b>

### **Outcomes:**

- Door Step School was successful in setting up a Science lab which emphasizes on hands on learning in the community.
- The Science and Maths labs have been a huge hit with children coming to the labs without a follow up to the lab all on their own.
- **72%** of the total children attending the labs are girls which is a great achievement in itself.
- Based on the demand of extending the Science Lab regular activities for higher grades, children from 6<sup>th</sup> to 8<sup>th</sup> grades were also included in the batches that attended the labs.
- Curriculum for 6<sup>th</sup> to 8<sup>th</sup> grades based on Eklavya Prakashan's KhushiKhushi and Bal Vaigyanik books was curate to provide hands-on learning opportunities for children from higher grades.

***Vaishali said, "The concept which I learn in math lab in practical way and by practicing help me to understand easily in my school."***

It was like special day for children where **Google Hangout session organized by Exploring by the Seat of Your Pants by Canadian Geographic** after climbing Denali. Following is their word to address Door step School science lab children. To bring in Science close to our kids, we will be joining in some world class scientist to explore the world, a little better, a little more. In an attempt to popularize Science, in an attempt to break free from rote, join us. Science is not just about some experimentation on light electricity and heat. It is about exploring real life around the world. We shall be joining in the following two female Scientist in a virtual classroom. One is **Ruth Leeney** is a biologist, Ruth Leeney is a biologist, social scientist, writer and training provider. And another **Dr. TA Loeffler** is an educator, adventurer, nature advocate, author, and professional keynote speaker from St. John's, Newfoundland and Labrador. We had applied with them for a class for Door step school and we have received their acceptance, as it is in the trail mail. It was on facts about Everest –Himalaya where earth meets sky Mount Everest.

*Children feedback on video call was, "It was unique and wonderful experience. We had opportunity to speak to foreign scientist as well as mountaineers. We were amazed by their answer to our questions. In future we would love to connect like this to our Indian famous scientists."*

*4<sup>th</sup>Std student Geeta Chauhan was very keen that her father should visit and see all the experiments prepared by them. For father it was long day he came after 7 PM but Geeta has not*

given up. She brought him to the class and showed all the experiments. Father was amazed to see her confidence and commitment. He said, “Geeta shares everything whatever learns in science lab. Looking at her interest I would be happy to make if she wants to become science teacher.”

### Computer Center

Computer center for children of our community based classes (3-18 years) to familiarize and equip them with computer knowledge and skill. This is a very significant aspect of our work given the current job market scenario. Door step school started its first computer center in ‘a’ ward in the year 2003. Children visit the centre once a week according to their time table and learn basic computer skills. Every week children keenly wait for their turn as this is a unique opportunity for them to learn and get acquainted with computers. The computer teacher teaches them right from basic mouse handling techniques to creating file and folders.



Computer center reaches out to children from all levels like pre-school, primary school, out of school children, adolescent children from Bal Samuha (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.

**Table 8: Distribution of Children attending Door Step School (DSS) Computer Center(2016-17)**

Ward	A Ward		E ward		Hiranandani Akruiti (2 centres)		Indira Nagar		Grand Total	
	No. of Batches	Total Children	No. of Batches	Total Children	No. of Batches	Total Children	No. of Batches	Total Children	No. of Batches	Total Children
DSS*	16	437	19	580	27	652	10	217	72	1886
Non DSS	28	339	7	58	45	465	9	86	89	948
<b>Total</b>	<b>44</b>	<b>776</b>	<b>26</b>	<b>638</b>	<b>72</b>	<b>1117</b>	<b>19</b>	<b>303</b>	<b>161</b>	<b>2834</b>

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

Geeta (Mother parent after seeing teacher using day to day life material as a prop/TLM in teaching) said “I am so amazed the way teacher using trash to teach students. Teacher uses material which I usually through as waste”.

### Outcomes:

- Since the inception of the first Computer center in the year **2003** in Cuffe Parade slum community, today we have **5** Computer Centers which are run in 4 wards of Mumbai and till date we have successfully reached out to more than **25684** children.
- In the year 2016-17, along with basics of Microsoft Office tools and other software, total 2834 children and youth learnt a variety of concepts from language, mathematics, science and geography through the educational software available at the centers.

### Best Initiative at Computer Center:

**To introduce children to Inkscape** - an open-source vector graphics editor similar to Adobe Illustrator and Corel Draw was introduced by our teacher as children were demanding for new tools to be taught. Using Inkscape the teacher demonstrated how edit images by using different effects. As a result, Children liked learning new software and also teaching it to younger ones in their class. Children's interest in image-editing also indicates their inclination towards these kinds of software's. The teacher feels giving exposure to such software's at young age will help children decide if they want to pursue their career in such specific streams when they grow up.

### Community Learning Center and Door To Door Library

Community learning center (CLC) and door-to-door library are the services through which we provide age appropriate and adequate reading material for strengthening literacy skills of new and semi literates and encouraging the reading habit. Generally, the community based door to door library is initiated when the organization started its work in community. Good reading skills enable children to cope with their school work better. 2073 children have benefitted from



reading and creative expression activities at Community Learning Centers which is another initiative of Door Step School. Children from some study classes are also getting benefits from Science Lab and Computer Lab once in a week. These additional inputs provide different learning opportunities and exposure to children. The CLC also serves as a resource center for the teachers as audio visual material, language development games and other material which they can use in class is available here.

Location	Units	Total number of beneficiaries	Total Number of books
Transit Camp, Ward A	17	451	1601
Sanjay Gandhi National Park	6	138	1000
Goregaon	3	146	
Hiranandani Akroti, Ward M	26	480	1189
Indira Nagar	10	255	951
Maharashtra Nagar	20	300	1050
Sathe Nagar	9	153	483
Worli	2	71	360
Balkum Thane	3	79	293
<b>Total</b>	<b>96</b>	<b>2073</b>	<b>6807</b>

Location	No of Volunteers	Total number of beneficiaries	Total Number of books
<b>E ward (3 locations)</b>	4	160	995
<b>Sanjay Gandhi National Park</b>	5	266	653
<b>Goregaon – Aarey colony</b>	5	230	731
<b>Balkum – Thane</b>	<b>3</b>	<b>60</b>	<b>270</b>
<b>Total</b>	<b>17</b>	<b>716</b>	<b>2649</b>

### **Best Initiative at Community Learning Center**

**Story narration sessions:**– “Kuthe Gele Pani”, authored by Jayashree Mane and Published by Pratham was the story of the sessions which aimed at explaining water-cycle ‘Juhi Mauski Beti’ was the story for the sessions conducted for students of both mediums. Consolidated attendance in sessions was 61. Objective of the sessions was to make children empathetic to the needs of others and thus develop in them a sense of sharing what they have. Session started with story narration, followed by discussion on the story – in particular, with the items students ready to share with others willingly and those they hesitate and reasons for the hesitance. Story named ‘Haravle aani Saapadle’ authored by Sukhada Rahalkar and published by Pratham was chosen for the activity. Story Narration of the Story ‘Bedhangi’, Chalbaaz pakshee’ The story Chulbuli Bund was narrated with story book followed by the quiz on the story where children discussed on sources of water, percentage of water on earth, significance of water in our life and water conservation.

**Mamta Ajaybind Gupta** is studying in 2nd grade of Hindi medium school at Maharashtra Nagar community. She lives with the family of 6 people. Her father is working as contract worker and the mother is a housewife. She also has 3 siblings who are also studying in the same school.

Mamta is a regular student and used to attend class every day. Although she is good at most of the individual activities but she was struggling to participate in any group activity. She used to get scared and instead of sharing her problem, she cried secretly. Our field team observed her this behavior for few days and decided to discuss the same with her family. While discussing the issue, we found that she is not an emotionally strong and hence when she is unable to do things she give up with the situation and that replicate to her emotional outburst as a crying.

To deal with the situation, our field worker placed her into a small group rather than involving her in large and dominating group. But this strategy was not sufficient enough as she usually got distracted by other children from her earlier. After trying this for almost 3 months we tried another strategy, we divided children as per their ability to understand consonant, vowels, words and forming a sentence. Mamta was only able to make 'Aa, E, and Ee' matra words but her discomfort was visible when we asked her to form sentences.

In the gradual process we asked her if she is happy to sit with those students. She shown slightly discomfort but her crying and being scared got reduced. The main reason for her discomfort was seating separately with new group. She was also upset because of not coping with regular progress like other co students and feeling sad as her friend were picking up fast and she was behind them. She tried to show her dislike many times but eventually once she started picking up like other students, she started enjoying the studies. Her performance is really improving from January onward and now she can seat in her earlier group. From June, our teacher started involving her with rest of her co-students and her happiness can be visible on her face.

**Rohit Nandan Bihari** is 8 year child studying in 1st grade of Hindi medium municipal school. He is participating in DSS activities from September 2016. He lives with his 2 siblings and his parents in a Shahaji Nagar slum of Mumbai. His parents are poor and work as daily wages worker. His mother is a housewife.

Rohit is regular student in the class but his interest towards study is very low. He used to become reluctant to complete any task given to him specifically when it comes to write something. Instead of concentrating on his study at class he prefers to chitchat with other students or keep himself involved in nonproductive things. Our teacher spent lot of time to convince him for attention and reminded him so many times for concentrating on his work/studies. He did not used to complete his homework as well. Our teacher tried talking politely and with love to make him to get involved in mainstream activities, but it did not worked for the longer time. Slowly he started responding to teacher and making efforts to complete his homework. To motivate him for this good behavior change, our teacher started appreciating him. This appreciation was in form of marking star on his hand for completing his homework or performing well in the class. This also helped to increase his interest in studies. As a next step our teacher started giving him inputs on teamwork aspect. It worked well through group activities and class games like Snakes & Ladders. It has also helped to make him learn new words and learn how to work as a team. Gradually, his habit changed and he started developing an interest in studies. He is making efforts to write letters, words and sentences, and also 'E' and 'Ee' matra words.

## Formal School Enrolment

**Comprehensive Approach for Formal School Enrollment:** Door Step School's has a comprehensive approach to address the issues of non-enrolment, wastage and stagnation prevalent in the slum communities it works with. To address this issues we works in slums as well as formals schools where it works from tracking them right from the slums to the formal schools through various interventions. One of our strong links between Community Based Educational programmes and Formal Schools are the School Enrolment drives wherein the children from our Balwadi, Non Formal Educational Classes and other from the slum community are enrolled in formal schools. Our community based program team and School program team is working hand in hand and with their joint efforts we were able to enroll **616 children** in formal schools in this year.

<b>Table 10: Follow-up of Students Enrolled in formal schools in the year 2016-17</b>			
<b>Enrolled from</b>	<b>Enrolled in Formal School</b>	<b>Continuing in Formal School till end of April 2016</b>	<b>Percentage Sustained</b>
Balwadi	522	522	100%
Non Formal Education	58	58	100%
From Community	116	109	94%
<b>Grand Total</b>	<b>696</b>	<b>696</b>	<b>98%</b>

<b>Table 11 : Standard wise breakup of enrollment year 2016-17</b>									
<b>Type of Class</b>	<b>KG</b>	<b>1<sup>st</sup></b>	<b>2<sup>nd</sup></b>	<b>3<sup>rd</sup></b>	<b>4<sup>th</sup></b>	<b>5<sup>th</sup></b>	<b>6<sup>th</sup></b>	<b>7<sup>th</sup></b>	<b>Grand Total</b>
Balwadi	164	350	08						522
NFE		07	08	15	11	08	03	06	58
Community	01	19	13	06	06	07	01	03	116
<b>Grand Total</b>	<b>165</b>	<b>436</b>	<b>29</b>	<b>21</b>	<b>17</b>	<b>15</b>	<b>04</b>	<b>09</b>	<b>696</b>

### Highlights:

- Out of the **1151** children who continued coming to Door Step School Balwadi till the end of the year 2014-15, **45%** children were enrolled in formal schools this year.
- This year was huge success in terms of retention of enrolled children in formal schools. **98%** children who were enrolled in schools continued attending the schools till the end of academic year.
- Out of **696**, **14 % (95)** children were enrolled in grades 2<sup>nd</sup> to 8<sup>th</sup> under the provisions of Right to Education Act for enrolling out of school children in age appropriate grades.

## Bal Samuha

The objective of Bal Samuha is to promote responsible citizenship among DSS alumnae and to empower young adolescents by inculcating various life skills activities. We have 30 Bal Samuha group active and 692 students are part of these groups. We have conducted focused sessions to introduce life skills. With engaging external expert Facilitators and introduced various needed skills in sessions. They motivated the students to adopt the skills in their own life. Some of these sessions are Team Building, controlling feelings and emotions, Sympathy and empathy, Friendship, Communication Skill, Etc. Students are self-motivated and like to attend and participate in the sessions.



### Bal Samuhaa Adventure Camp at YMCA, Nilshi

Adventure Camp was organized for total 60 Bal Samuha Students of M ward. They visited YMCA, Nilshi. This camp was sponsored by Ms Sabrina as an individual donation from our donor EQT. Objective of organizing the camp was to give exposure to Bal Samuha children, to put them in new environment, build their skills through adventure activities and building a sense of community with fellow campers. Swimming, Rifle Shooting, Rock Climbing, Burma Bridge were the activities conducted by YMCA volunteers. As an output of the camp we could see Children's increased confidence level. Team work and communication skills were some of key skills that were focused on in this camp.



**Table 12: Bal Samuha Status 2016-17**

No.	Bal Samuha	No of Groups	No of Active Members
1	Community Based Bal Samuha group	25	592
2	School Partnership Programme – Bal Samuha group	8	193
	<b>Total</b>	<b>33</b>	<b>785</b>

### **Bal Samuhaa - Unity is strength**

*This process started last year, where children learnt to identify the needs, prioritize and work on action plan through Service Learning Program. After successful completion of addressing the issue at their level they discussed the issues in the community. They decided to work on path holes of main road in their community as it becomes barrier in school transportation and this also make unsafe environment for children especially in rainy season. This problem was on hit-list compared to other problems concerning children; the discussion was facilitated to empower children.*

*Initially the children were hesitant saying that what they can do being children. But with the motivation and handholding by coordinator they came together and wrote letter to cooperator. They made the parents and community members aware about the issue and ask them to sign on the same letter. On behalf of approximately 100 parents, they dispatched this letter to cooperator with the coordinator and few community members. Throughout the process the children worked together and this helped them to gain confidence.*

*The process results in developing new roads in community first time after so many years. Children jumped with joy and are going to give thank you letter to cooperator. This motivation has resulted to work on other issues in community in next academic year too.*

### **Journey towards breaking poverty cycle**

*Jyotsna was 4 years old when she first came in contact with DSS team in the year 2004-05. She lived in Masjid Bunder area where DSS run a Balwadi. Jyotsna was enrolled in DSS Balwadi by her mother on DSS teacher's insistence. Jyotsna came from a very humble background with her father not being around and mother taking care of their living expenses. She has a younger brother and sister and their grandmother also lives with them. Mother works as a domestic help in order to make ends meet. Her mother tongue is Telugu – a language spoken in South –East India.*

*In order to gain functional literacy in regional language Hindi which is most widely used and understood in Mumbai she was taught in the same language in Balwadi by Geeta teacher. Jyotsna fondly remembers her teacher and what she learnt in her preschool days and the educational visits she was part of. Later as she grew up she was enrolled in Municipal School by DSS team and was then supported in academics through DSS Study Classes. She was a regular in Study Classes and also attended her formal school diligently. Despite of being enrolled in a school which did not teach in her mother tongue, Jyotsna sailed through her formative years in school with her DSS Study Class teacher's inputs.*

*After graduating from Study Class, she joined as a Bal Samuha member in the same community in all girls Bal Samuha group named as Golden. Through Bal Samuha , she learnt about her rights and responsibilities as a child, issues that children face in community, gained skills in performing Street Play and many other things. She also learnt the importance of continuing education and how it will benefit her in longer run. Knowing the importance of education, Jyotsna also ensured that her younger brother and sister also get benefitted from DSS Balwadi and other programmes.*

*After many years of hard work and dedication at studies, Jyotsna stood second in her school in her Secondary School Certificate Examination. She has now taken admission in a college in eleventh grade and DSS team is very proud of her achievement.*

*Today Jyotsna's younger brother is studying in 8th grade and sister studies in 6th grade. Her sister is now part of Bal Samuhaa group and is an active member. As Jyotsna herself understood the importance of education she ensured that her both siblings get the best of what they can. Mother often dissuades her from helping her with work, is extremely supportive of her pursuing higher education, and has high hopes from Jyotsna who is set on a path of breaking inter-generational poverty cycle.*

## SCHOOL PARTNERSHIP PROGRAMME

Table 13 : SCHOOL PARTNERSHIP PROGRAM 16-17 SCHOOL COVERAGE AND STRENGTH								
SR. No	Ward	School Name	Since	Medium of Instruction	2013-14	2014-15	2015-16	2016-17
1	A	Colaba Municipal School No. 1	1999	Marathi	278	280	258	287
2	A	Colaba Municipal School No. 2	1999	Marathi	185	175	180	183
3	A	Colaba Municipal School No. 1	1999	Hindi	515	509	460	466
4	A	Colaba Municipal School No. 2	1999	Hindi	625	658	537	478
5	A	Colaba Municipal School-English	1999	English	1490	1478	1524	568
6	A	Janabai & Madhavrao Rokade Mun	2005	Marathi	420	367	341	284
7	A	Lord Harris Municipal School	2010	Marathi	211	204	184	155
8	A	Bora Bazar Municipal School	2010	Hindi	236	205	218	222
9	A	Manohardas Municipal School	2010	Marathi	70	63	43	40
10	A	Colaba Market	2010	Hindi	169	133	-	90
11	B	Dongari Municipal School	2012	Marathi	226	251	254	236
12	B	Mandvi Municipal School	2012	Hindi	150	127	144	144
13	E	East Byculla Municipal School	2010	Marathi	163	73	69	62
14	E	East Byculla Municipal School	2010	Hindi	563	360	407	443
15	E	Rambhau Bhogale Marathi	2014	Marathi		155	156	167
16	FSouth	Abhyuday Nagar Municipal School	2012	Hindi	300	260	288	347
17	MEast	Shivaji Nagar Municipal School No 1	2010	Marathi	539	508	504	487
18	MEast	Shivaji Nagar Municipal School No.1	2010	Hindi	856	896	930	875
19	MEast	Shivam (Deonar) Municipal School No.1	2012	Marathi	367	311	--	295
20	MEast	Shivam (Deonar) Municipal School No.2	2012	Marathi	358	340	316	304
21	MEast	Shivam (Deonar) Municipal School No. 3	2012	Marathi	411	397	361	412
22	MEast	Shivam (Deonar) Municipal School	2012	Hindi	576	1079	1159	1096
23	MEast	Deonar Municipal School	2012	Hindi	680	603	457	434
24	MEast	Shivaji Nagar Municipal School No. 2	2015	Marathi			329	286
25	MEast	Shivaji Nagar Municipal School No. 3	2015	Hindi			831	442
26	MEast	Shahaji Nagar Municipal School No. 1	2015	Hindi			1221	1247
27	MEast	Lumbini Baug Municipal School No. 1	2015	Marathi			496	499
28	FSouth	Abhyuday Nagar Municipal School	2015	Marathi			34	31
29	MEast	Mohite Patil School	2016	Marathi				2050
30	MEast	Children Aid Society	2016	Marathi				592
31 & 32	MEast	Lumbini Baug Municipal School No. 2 & 3	2016	Marathi				541

*For ThakkarBappa, Deonar Marathi, Sanjay Nagar Hindi & Marathi & Govandi Station School permission received in December so introductory programmes were conducted to build rapport with the school authorities.*

Table 14 : SPP Programmes Deployed in Each School							
Sr.No	Ward	School Name	Since	Medium of Instruction	First Step Forward	Remedial Class	Reading Promotion
1	A	Colaba Municipal School No. 1-Marathi	1999	Marathi	√	√	√
2	A	Colaba Municipal School No. 2-Marathi	1999	Marathi	√	√	√
3	A	Colaba Municipal School No. 1-Hindi	1999	Hindi	√	√	√
4	A	Colaba Municipal School No. 2-Hindi	1999	Hindi	√	√	√
5	A	Colaba Municipal School-English	1999	Hindi	Bal samuha		
6	A	Janabai & Madhavrao Rokade Muni. School-Marathi	2005	Marathi	√	√	√
7	A	Lord Harris Municipal School-Marathi	2010	Marathi	√		√
8	A	Bora Bazar Municipal School-Hindi	2010	Hindi			√
9	A	Manohardas Municipal School-Marathi	2010	Marathi			√
10	A	Colaba Market-Marathi	2010	Marathi			√
11	B	Dongri Municipal School-Marathi	2012	Marathi			√
12	B	Mandvi Municipal School-Hindi	2012	Hindi			√
13	E	East Byculla Municipal School-Marathi	2010	Marathi		√	√
14	E	East Byculla Municipal School-Hindi	2010	Hindi		√	√
15	E	Rambhau Bhogale Marathi – Marathi	2014	Marathi		√	√
16	F-South	Abhyuday Nagar Municipal School-Hindi	2012	Hindi			√
17	M-East	Shivaji Nagar Municipal School No. 1-Marathi	2010	Marathi	√	√	√
18	M-East	Shivaji Nagar Municipal School No. 1-Hindi	2010	Hindi	√	√	√
19	M-East	Shivam (Deonar) Municipal School No.1-Marathi	2012	Marathi			√
20	M-East	Shivam (Deonar) Municipal School No.2-Marathi	2012	Marathi			√
21	M-East	Shivam (Deonar) Municipal School No. 3-Marathi	2012	Marathi			√
22	M-East	Shivam (Deonar) Municipal School-Hindi	2012	Hindi			√
23	M-East	Deonar Municipal School-Hindi	2012	Hindi			√

Sr.No	Ward	School Name	Since	Medium of Instruction	First Step Forward	Remedial Class	Reading Promotion
24	M-East	Shivaji Nagar Municipal School No. 2-Marathi	2015	Marathi			√
25	M-East	Shivaji Nagar Municipal School No. 3-Hindi	2015	Hindi			√
26	M-East	Shahaji Nagar Municipal School No. 1-Hindi	2015	Hindi		√	
27	M-East	Lumbini Baug Municipal School No. 1-Marathi	2015	Marathi		√	√
28	M-East	Lumbini Baug Municipal School No. 2 Marathi	2015	Marathi		√	
29	M-East	Lumbini Baug Municipal School No. 3 Marathi	2015	Marathi		√	
30	F-South	Abhyuday Nagar Municipal School	2015	Marathi			√
31	M-East	Mohite Patil School- Marathi	2016	Marathi		√	
32	M-East	Children Aid Society	2016	Marathi	√	√	√

### First Step Forward

First Step Forward is a recent programme of DSS to acclimatize children who are 5 years old and above who get admitted to standard 1 of the Municipal School. This programme seeks to equip students in being ready to recognize and read alphabets & consonants as well as simple words before being promoted to the next class. The emphasis is only on language skills and inputs to children. This programme the DSS teachers work closely with the MCGM teacher in planning and sharing the syllabus so that it is not confusing for the children. Attendance of children in standard one stabilizes around August when the teacher develops rapport with the children. DSS teachers conduct a meeting with the parents along with the MCGM teacher to share with them the objective of this programme and how the student has progressed. Teachers in this programme are involved in devising educational games and creating teaching-learning materials for little children to handle based on their plan of alphabet recognition and sight reading. A simple mid-term and end-term assessment is conducted which is mainly through recording the teachers observations according to the assessment plan.

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

Table 15 : FIRST STEP FORWARD ATTENDANCE DISTRIBUTION			
ATTD CATEGORY	BOYS	GIRLS	TOTAL
50-75%	125	102	227
21-49%	81	90	171
1-20%	30	30	60
<b>Grand Total</b>	<b>236</b>	<b>222</b>	<b>458</b>

### Case Study First Step Forward:

*Nandini Karan Singh is studying in Colaba Municipal Hindi School No.1. She is 5 years old and admitted to standard 1. At home she lives with her father and mother. Her father's name is Karan Singh and he has studied upto class 10. He works as a supervisor in Parel. Nandini's mother's name is Prabhadevi who has studied upto class 5. She is a domestic worker in other peoples homes. Nandini's older sister is Rakhi and she lives in the village.*

*When Nandini joined the school she used to cry a lot and was not ready to sit in the class. The DSS teacher would start an action song followed by a game but even these activities failed to amuse her she used to hold her school bag and stare angrily at the children. Nandini would keep saying I want to go home. She did do this for almost 2 months. When the teacher used to take class other children in the class would complain and tell the teacher "today again Nandini is crying". Then the teacher to motivate her would take Nandini aside and give her a piece of chalk and make her scribble on the board, then all the children would clap for her and she would be amused. The teacher would give a gold paper star, or commend her and sometimes ask her to repeat what was taught slowly she began to sit with the class students and speak.*

*Nandini has adjusted to school and attends school every day. As of June 2017, she is in standard II of the same school and her new teacher says Nandini knows 15 alphabets and is able to read simple small words.*

### Reading Promotion Programme

The Reading Promotion Programme of DSS is a programme that seeks to ensure development of Children's linguistic competencies and widens their language ability. The activity of reading helps the child to focus their mind and improves classroom attention and student concentration. This programme starts with children who are in standard 2 and continues up to class 4. The understanding is that once children are comfortable with the school and students they can develop their abilities. The Reading Promotion



teacher plans a set of stories to be covered in the class during the year based on 2 classroom

sessions per week and according to the level of the class. To understand the level of the class a baseline exercise conducted to understand the student’s ability in writing and reading during the month of July. Once the children are settled in the class she narrates the story from the book reading with expression and punctuation to retain the students attention and displays the illustrations from the book that convey the storyline. Children may be asked to retell the story in their own words or read the story aloud in parts so that they are familiar. Flash cards displaying words from the story are circulated and group work is done to ensure that children comprehend and grasp linguistic competencies. Since one class comprises approximately 30 students the teacher selects 20% of the students who are regular and those are monitored closely although the input is for the entire class. In the month of December the teacher conducts a mid-test exercise to gauge where the 20% selected children are at. This is done on a scale of 1-4 for Linguistic competencies in Listening, Sight Reading, Speaking, Reading, Punctuation and writing. A number of workshops are also conducted for the children this is to generate interest in the classroom activity where the children learn from an external teacher through language games, punctuation and letter writing.

**Attendance :**

<b>Table 16 : READING PROMOTION ATTENDANCE DISTRIBUTION Std II-IV</b>			
<b>ATTD CATEGORY</b>	<b>Boys</b>	<b>Girls</b>	<b>Total</b>
<b>76-100%</b>	66	68	134
<b>50-75%</b>	704	653	1357
<b>21-49%</b>	36	33	69
<b>1-20%</b>	6	2	8
<b>Grand Total</b>	812	756	1568

**Performance :** Below performance is only of the students who have appeared for both pre and post test.

<b>Table 17 : Reading Promotion Student Performance Pre-Test &amp; Post Test End of Year</b>												
<b>Standard II</b>												
<b>Performance Level</b>	<b>Listening</b>		<b>Sight Reading</b>		<b>Speaking</b>		<b>Reading</b>		<b>Punctuation</b>		<b>Writing</b>	
	<b>Pre</b>	<b>Post</b>	<b>Pre</b>	<b>Post</b>	<b>Pre</b>	<b>Post</b>	<b>Pre</b>	<b>Post</b>	<b>Pre</b>	<b>Post</b>	<b>Pre</b>	<b>Post</b>
<b>1</b>	109	7	273	14	50	4	158	6	494	184	164	7
<b>2</b>	290	57	230	68	191	20	197	50	60	271	297	114
<b>3</b>	130	124	48	228	255	91	137	166	5	93	93	218
<b>4</b>	29	211	8	249	57	238	41	121	0	11	5	111
<b>5</b>	1	159	0	0	6	168	22	117	0	0	0	88
<b>6</b>	0	1	0	0	0	38	4	99	0	0	0	20
<b>Total</b>	559	559	559	559	559	559	559	559	559	559	559	559

Standard III & IV												
Performance Level	Listening		Sight Reading		Speaking		Reading		Punctuation		Writing	
	Pre	Post	Pre	Post	Pre	Post	Pre	Post	Pre	Post	Pre	Post
1	88	4	379	7	41	2	110	5	537	124	279	16
2	348	53	399	69	165	16	127	44	300	229	280	86
3	354	106	106	358	445	64	271	63	61	424	261	202
4	105	364	18	464	214	254	230	131	4	125	74	293
5	7	374	0	4	35	379	131	294	0	0	8	231
6	0	1	0	0	2	187	33	365	0	0	0	73
<b>Total</b>	902	902	902	902	902	902	902	902	902	902	902	902

Key to Highlighted scores in the Table above.

### Listening Component

- At the start of year in standard II only 29 students were at level 4 (**who could express themselves and tell a story with a clear start, middle and conclusion**). At post- test 211 students reached level 4
- At the start of year in standard III & IV only 7 students were at level 5 (**child is able to narrate the story, play, poetry or riddle assigned meaningfully**). At post- test 374 students reached level 5

### Sight Reading Component

- At the start of year in standard II only 8 students were at level 4 (**ability to describe a picture in detail orally and narrate what would follow in the story**). At post- test 247 students reached level 4
- At the start of year in standard III & IV only 18 students were at level 4 (**ability to describe a picture in detail orally and formulate dialogues by self that occur in the story**). At post- test, 464 students reached level 4

### Speaking Component

- At the start of year in standard II only 57 students were at level 4 (**ability to narrate the story or event before the class in a detailed sequential and meaningful manner**). At post- test 238 students reached level 4
- At the start of year in standard III & IV only 2 students were at level 6 (**story is read with emotional expression and is able to formulate a new story based on what is taught**). At post- test, 187 students reached level 6

### Reading Component

- At the start of year in standard II only 22 students were at level 5 (**ability to read words with 7 matras**). At post- test, 117 students reached level 5
- At the start of year in standard III & IV only 33 students were at level 6 (**is able to read all matras along with zod akshar-combined words**). At post- test, 365 students reached level 6

### Punctuation Component

- At the start of year in standard II only 5 students were at level 3 (***is able to read simple sentences with right speed understanding, punctuation in the sentence*** ). At post- test 93 students reached level 3
- At the start of year in standard III & IV only 4 students were at level 4 (***is able to read poem, story, magazine in enjoyable manner*** ). At post- test, 125 students reached level 4

### Writing Component

- At the start of year in standard II only 5 students were at level 4 (***is able to write clear sentences based on picture shown and describes details of the picture in written sentences***). At post- test 111 students reached level 4
- At the start of year only 8 students were at level 5 (***is able to write a paragraph of 4 or more sentences using punctuation marks***). At post- test, 231 students reached level 5

### Case Study of Reading Promotion & Home- Lending

**Manthan Jadhav** is a 9 year old student of Dongri Marathi Municipal School, morning shift. He is studying in standard 4A. He lives at Noor Baug. He lives with his mother, maternal and paternal grand-mother. Manthan's father passed away when he was in the second standard.

Manthan's mother shared how he does not listen to any of the members at home and is not afraid of them when they ask him to do any tasks which he does not like. His mother shared how she works in other peoples home to support the house and so she leaves him with his two grand-mothers. He never listens to them and is not afraid of them even if they threaten him to call the police. When Manthan was little he was lost outside the home the police brought him to his house so he is not even afraid of the Police.

Manthan goes to school and returns from school all by himself and in class the BMC teacher complains how he never listens to her and is always troublesome. He does not participate in any classroom activity and always disturbs the class and other children who are doing any activity.

The DSS team spoke to Manthan individually and told him that he should not disturb the class and rather pay attention to what is being taught in the classroom, but even after these individual conversations with him there was no change in his behavior.

One day Manthan was upto to his usual antics and when the teacher entered the class there was pin-drop silence but Manthan was busy with his mischievous acts. So the teacher said you can do as much mischief as you like today and so Manthan carried on for more than 20-25 minutes with his mischief. As the children were reading he would disturb them. Only when he was tired did he stop then the teacher started the story telling class. This happened more than once and then Manthan realized that he was the only one who was disturbing the class. At the next class he meekly told the teacher he would like to listen to the story so please could she start the story class!

From that day onwards there was a transformation although sometimes he stills disturbs the class. He can now read all the alphabets and the consonants (akshar & matra). He is able to read a complete sentence. Earlier Manthan never used to borrow books to read at home but now he even borrows books to take home from the home-lending session and reads them at home. He narrates the story he has read at home to his class teacher and the DSS teacher when he meets them. He has now made group leader of the home-lending session.

### New Initiative- Reading Promotion Programme... I am a writer... this was a new initiative in Shivaji Nagar School No.1

In this activity story books were distributed to the children which had been previously read out by the teacher to them. The teacher explained all aspects of the story to the entire class and presented how a author writes his/her story and gives it a title. Later the teacher asked the students to draw a picture from their own imagination and then write about it.

Children were asked to give a title to the story. Children had drawn the picture accordingly to the story they had written. They named the story and the picture very beautifully. Through this activity the writing skills of the children improved remarkably. They grasped how to make the story interesting. This activity was started for 3<sup>rd</sup> and 4<sup>th</sup> standard but as these children reached 5<sup>th</sup> and 6<sup>th</sup> standard. Now they are able to write full sentences

Rajan, 6<sup>th</sup> standard student of Shivaji Nagar Municipal School expressed, "Stories should be arranged properly and it is the characters in the story who make the story Interesting !!!

### Library and Home landing- Kitabe Kuch Kahana Chate Hai



An off-shoot of the Reading promotion programme has been the Library and Home-lending of Books. In Shivam Municipal School, Deonar children from as early as class 3 engage in the Library home-lending programme. During the allotted library hour teacher brings a pile of books from which the children choose which they would like to borrow for a fortnight. At home children tell the story from their book to their parents and siblings have an opportunity to read too. This year children from standard 5-7 have also started attending the library and home-lending programme

**Table 18 : Home-lending fared in 3 schools**

School	Standard	No. of Library Classes in the Year	Average Attendance		Books	
			Count	Present on Day of Library Class	Issued	Lost
Shivam 2	3 <sup>rd</sup> & 4 <sup>th</sup>	40	275	17	194	0
Shivam - 3	3 <sup>rd</sup> & 4 <sup>th</sup>	40	240	22.6	242	0
Shivam- Hindi	5 <sup>th</sup> to 7 <sup>th</sup>	88	586	20.1	236	0

**Remedial Class Programme in MCGM Schools**

The Remedial Class is meant for students who are unable to cope with the school class that they are placed in at the time of admission. This may be because they have come from another school environment at their hometown or slow learners. The MCGM teacher identifies the students in need of special attention and shares the child’s attendance regularity with the DSS teacher. The DSS teacher then conducts a Pre-test with these identified children in Language and Maths. The results of the children are used to categorize them into 2 groups based on the commonalities. The teacher then sets individual goals for each of these children to determine what is the input that they would require to reach the level of the standard that the child is studying in. The teacher use various activities to simplify the concepts in Language and Math to ensure that there is learning comprehension. During the month of December a mid-test exercise is conducted with the children in the remedial class to gauge their progress and in March a post test exercise is done with the children. A number of workshops are also conducted for the children in the Remedial class to understand concepts of geography and science, this generates interest in the classroom activity and children learn from an external teacher concepts that are complex in an interesting manner.



The teacher then sets individual goals for each of these children to determine what is the input that they would require to reach the level of the standard that the child is studying in. The teacher use various activities to simplify the concepts in Language and Math to ensure that there is learning comprehension. During the month of December a mid-test exercise is conducted with the children in the remedial class to gauge their progress and in March a post test exercise is done with the children. A number of workshops are also conducted for the children in the Remedial class to understand concepts of geography and science, this generates interest in the classroom activity and children learn from an external teacher concepts that are complex in an interesting manner.

**Attendance:**

**Table: 19 Remedial Class Attendance Distribution II-IV**

ATTD CATEGORY	BOYS	GIRLS	TOTAL
76-100%	7	1	8
50-75%	274	205	479
21-49%	68	50	118
1-20%	11	5	16
<b>Grand Total</b>	<b>360</b>	<b>261</b>	<b>621</b>



**Performance :** Below performance is only of the students who have appeared for both pre and post test.

<b>Table 20 :Remedial Class Student Pre-test and Post Test Performance</b>								
<b>Standard II- LANGUAGE</b>								
Performance Level	Language Part 1		Language Part 2		Sight Reading		Expression on	
	Pre	Post	Pre	Post	Pre	Post	Pre	Post
PL	64	4	130	11	124	4	13	2
L1	50	24	3	37	8	22	118	4
L2	14	53		56	1	48	2	79
L3	5	42		29		57		47
L4		10				1		1
<b>Total</b>	<b>133</b>	<b>133</b>	<b>133</b>	<b>133</b>	<b>133</b>	<b>133</b>	<b>133</b>	<b>133</b>
<b>Standard II- MATH</b>								
Performance Level	Understanding		Addition		Subtraction		Multiplication	
	Pre	Post	Pre	Post	Pre	Post	Pre	Post
PL	63	2	76	2	91	2	131	32
L1	66	5	49	3	37	6	--	--
L2	4	27	4	18	4	29	--	--
L3		81	3	75	1	78	2	89
L4		13	1	30		13		10
L5		1		4		5		2
L6		4		1		0		0
<b>Total</b>	<b>133</b>	<b>133</b>	<b>133</b>	<b>133</b>	<b>133</b>	<b>133</b>	<b>133</b>	<b>133</b>

<b>Table 21: Remedial Class Student Performance at Pre-test level and Post Test</b>								
<b>Standard III &amp; IV LANGUAGE</b>								
Performance Level	Akshar Matra		Words		Sight		Expression on	
	Pre	Post	Pre	Post	Pre	Post	Pre	Post
PL	139	11	321	26	326	12	26	6
L1	113	35	53	64	79	31	274	6
L2	95	92	35	183	5	129	101	115
L3	33	110	1	124		205	9	260
L4	30	162		13		33		23
	<b>410</b>	<b>410</b>	<b>410</b>	<b>410</b>	<b>410</b>	<b>410</b>	<b>410</b>	<b>410</b>
<b>Standard III &amp; IV MATH</b>								
Performance Level	Understanding		Addition		Subtraction		Multiplication	
	Pre	Post	Pre	Post	Pre	Post	Pre	Post
PL	58	7	35	7	91	6	306	34
L1	223	10	204	10	179	10	-	-
L2	48	18	60	13	85	49	-	-
L3	39	119	91	92	49	143	98	150
L4	12	104	17	158	5	133	6	151
L5	23	34	2	93	1	69		61
L6	7	118	1	37		0		14
<b>Total</b>	<b>410</b>	<b>410</b>	<b>410</b>	<b>410</b>	<b>410</b>	<b>410</b>	<b>410</b>	<b>410</b>

**Key to Highlighted scores in the Table above : Remedial Class Language Performance Standard II, III & IV**

### Language Performance in Akshar-Matra

- At the start of the year July-August, in standard II only 5 students were at level 3 (*know 30 alphabets and 9 vowels*). At post- test 42 students reached level 3
- At the start of the year in standard III & IV, only 30 students were at level 4 (*is able to read & write 11 vowels and 40 alphabets*). At post- test 162 students reached level 4

### Language Performance in Words and Sentences

- At the start of the year July-August, in standard II, 0 students were at level 2 (*make words out of letters & vowels taught in class, compose short sentences and answer orally in a complete sentence*). At post-test 56 students reached level 3
- At the start of the year for standard III & IV, only 1 student was at level 3 (*make words out of letters & vowels taught in class and write short sentences and answer in a complete sentence*). At post-test 124 students reached level 3

### Language Performance in Sight Reading

- At the start of the year July-August in standard II, 0 students were at level 3 (*is able to identify minimum 5 words taught each month and totally 30 words including words that were not shown to the child*). At post-test 57 students reached level 3
- In standard III & IV at start of the year, 0 students were at level 3 (*is able to identify words taught each month and at least 30 words at this level including words that were not shown to the child*). At post-test 205 students reached level 3

### Language Performance in Expression on Paper

- At the start of the year July-August in standard II, 0 students were at level 3 (*is able to formulate written sentences without seeing a picture of the word*). At post-test 47 students reached level 3
- At the start of the year in standards III & IV, 9 students were at level 3 (*is able to write and compose sentences with or without an image of the word*). At post-test 260 students reached level 3

### Remedial Class Maths Performance Standard II, III & IV :

#### Understanding Numerals

- At the start of the year July-August in standard II, 0 students were at level 3 (*is able to identify numerals from 20-29 written and orally including odd and even numbers*). At post-test 81 students reached level 3
- the start of the year in standard III & IV, 7 students were at level 6 (*is able to identify numerals from 80-100 written and oral including odd and even numbers*). At post-test 118 students reached level 6

### Maths Performance Addition

At the start of the year July-August in standard II, 3 students were at level 3 (*performs double digit addition without carry over and orally states word problems related to double digit addition*). At post-test 75 students reached level 3

- At the start of the year in standard III & IV, 17 students were at level 4 (*performs double digit addition with carry over and orally states word problems related to double digit addition*). At post-test 158 students reached level 4

### Maths Performance Subtraction

- At the start of the year July-August, in standard II, 1 student was at level 3 (*performs double digit subtraction without carry over and orally states word problems related to subtraction*). At post-test 78 students reached level 3
- At the start of the year in standard III & IV, 5 students were at level 4 (*performs double digit subtraction with borrowing and orally states word problems related to subtraction*). At post-test 133 students reached level 4

### Maths Performance Multiplication

- At the start of the year July-August, in standard II, 2 students were at level 3 (*is able to perform simple multiplication using beads to understand multiplication*). At post-test 89 students reached level 3
- At the start of the year in standard III & IV, 6 students were at level 4 (*is able to do multiplication tables of 3,4,5,6 and do single digit multiplication*). At post-test 151 students reached level 4

### Case Study of Remedial Class

*Gauri Kamble is 8 years old and studying in Std 3 of Mohite Patil Vidyalaya –Mankhurd. She attends the DSS Remedial Class where her regular school teacher identified her as being weak in classroom learning and in need of additional classroom inputs to cope with her studies. She is the youngest of five sisters in her family. Her two elder sisters are married and from the other two one is in Standard 10 and the other sister is in standard 6. Her father has a job and her mother sells garlic going from door to door. So both parents are out of the house for a major part of the day*

*Prior to coming in contact with the Doorstep school team, Gauri was irregular at school and would attend school only once or twice in a week. According to her class teacher she could not retain any information that was shared in class or given to her. In class she is extremely quiet and only responds by nodding whenever she was asked questions by her teacher or her class mates. Whenever the class teacher would ask her why she was absent from school Gauri would reply that she was not well. The class teacher also sent repeated messages to her parents to visit the school but there was no response from Gauri's parents despite following up with her two elder sisters who study in the same school.*

*The DSS team given this background of Gauri planned on how they could make Gauri comfortable in the class if any progress is to be made with her and also to reduce any anxiety issues she may have encountered in school. As a part of the DSS programme a pre-test is conducted with all students identified as in need of additional attention. The results from the pre-test revealed that Gauri could barely identify 5 or 6 alphabets in Marathi. They realized that continuous engagement is needed to remedy the situation.*

*Post November the DSS team was glad to find her attending class regularly and her interaction with her classmates has increased. Whenever she is given work in the class it is completed and shown to the teacher. She seems to be more at ease in the class. Her academic improvement is still in need of attention.*

### **Bal samuha- Children’s Groups in MCGM Schools**

The school in addition to imparting education to its students tries to develop and tap into potential of its students seeking to build leadership skills. Usually the Bal samuha in the school is started with children from standard 5 to standard 8. The children in these groups try to be a link in addressing matters in the school and those of the community related to their education. The School has a set category of committees in which children develop skills of leadership and cooperation.



The Bal samuha Committees in the school are Discipline Committee which ensures classroom control in case of absence of the teacher from class or when students go from one classroom to another and when entering and leaving school. The Cleanliness committee members inform fellow students not to litter the place or throw garbage out of window and guide them to the designated place. The Material Distribution Committee which helps teachers in distributing and collecting teaching-Learning materials during classroom activities. The Health Committee looks after safety and first aid when required. The Sports Committee looks after indoor games since most of the schools don’t have a playground and ensure that children get turns to play during the recess or break times as scheduled in the school.

It is interesting to see the names of the Bal samuha Groups; Challenger 1 and Challenger 2; Buddhiman Group, Independent Group, Magical Group, Best Team, Golden Group 1 & Golden Group 2 spread across Colaba, Masjid Bunder, Govandi and Mankhurd. The names of the group suggest the aspirations of children as you see the names of the groups as valuable as Gold, Intelligent through Buddhiman, excellence through the Best team group. Bal samuha Children meet at the start of the year in July along with the DSS co-coordinator and any school authority if they wish to attend. The children elect leaders to the various pre-set committees based on who they see as the best candidate. In some schools children vote by ballot and select their leaders. During the year they meet once every month to discuss school matters based on their committees and how it is fairing. This year, the children were taken for an overnight camp on 13-14<sup>th</sup> April. Elaborate arrangements were made according to the DSS Child Protection Policy for this event at the Yusuf Meheralli Centre in Panvel. 65 children attended this camp and had input sessions on Communications and Team Building. Children were also taken around the YMCA campus to see how rural development through simple village industries takes place.

### **Wall Painting by Bal samuha in two schools**

In two MCGM schools in Colaba and in Govandi there was a felt need expressed by the school authorities to make the school corridors child-friendly and enliven the school atmosphere. DSS decided to include the children from the Bal samuha in this activity and take their suggestions. A drawing contest was held with Bal samuha children - the best drawing was selected and an

artist was approached with the drawing to scale it up to the school corridor wall size. The artist did a chalk outline of the painting and the children happily filled in the colours. Even today these are the bright spots in the school. These schools do not have compounds so the corridors of the school are the play areas where children run about freely in-between or after class whenever possible.

### **School and Community- Building Bridges establishing Linkages**

In the context of public education and government school system in our city of Mumbai, the school exists to meet the education needs of the children in the community. This is clearly mandated in the Right of Children to Free and Compulsory Education Act, 2009 also known as the RTE Act. Chapter 3 & 4 of the RTE Act emphasizes a role for the community. It is only when the community of a locality is involved with the school does the school become a vibrant place for children enhancing their learning capacity and leading to their growth and development.

### **A Vibrant School Management Committee**

The Doorstep school working in 6 wards of the Municipal Corporation of Great Mumbai was able to link its work with the community to the neighbourhood municipal school. Firstly the DSS community school & its School Partnership Programme teachers met with municipal school teachers in their area of operations for sharing information about the organization and its work. Once the BMC teachers were convinced that this would be beneficial to the school interest a joint meeting was held between DSS team and the school principals sharing the details of students who had enrolled in various standards of the school. In one case the Principal accompanied the community representatives and visited their locality to hold a meeting with the parents and share with them the importance and significance of having a School Management Committee. Names of students who were irregular were shared with the community and the DSS team through follow-up was able to ensure regularity in student attendance. Slowly the issue of involvement of parents in the School Management Committee was raised and parents were able to demand a Bus Service for children. Presently follow-up is on with the BEST authorities.

### **School Enrollment and Retention of children Shivam Municipal School and Shivaji Nagar School 1**

**Shivam Municipal School and Mandala Community:** is a slum colony located at the boundary between Govandi and Mankhurd in the vicinity of the Shivam Municipal School. The DSS community teachers shared a list of 16 children not in school with the SPP teachers of Shivam School. The school teachers followed up with the school and enrolled the 16 children from which 14 are still in school. 2 have stopped coming because they shifted to another place of residence.

In Sathe Nagar – Govandi, DSS community teachers collaborated with SPP teachers at Shivam School to identify students who need study class support. They visited the school students of standard 5-7 and informed students that study class support was available after school hours at

their community site. This was done on a regular basis resulting in academic support for students who were weak in studies and since DSS had no remedial class program in this school for children from standard 5-7. 25 students from Shivam school enrolled in the Community Study class for academic support after school hours.

Lallubhai Compound is located in front of Shivam Municipal school-Govandi, the buildings here are meant for Slum rehabilitation of dwellers from P Dmello Road in Mumbai. The SPP teachers visited the Shivam school Marathi & Hindi and informed students of standards 1-4 that they could avail of academic support in the community study class. Due to joint efforts 52 children joined the community study class for academic support after school hours.

#### **Natwar Parkih & Mandala - Shivaji Nagar Municipal School -1:**

The DSS community teachers shared a list of 5 students from Natwar Parikh community with the DSS teacher at Shivaji Nagar school, 3 were enrolled in the Hindi medium school, and 1 in Marathi and 1 in urdu medium. The community teacher does a follow-up visit at the school to check on absenteeism of students who are enrolled and find out the real reason for absenteeism from school. An interesting case is that of Gausia Khan from Natwar Parikh school she was enrolled in the school 2 years ago but was not attending the Municipal school for the last 2 years. With follow-up home visits the DSS teachers of the community and the school requested the head-master to grant her admission under the RTE act where no child must be denied admission to the school at any time in the academic year. Gausia Khan was admitted to the school in class 6. She is now studying in the same school and been promoted to standard 7 as of June, 2017.

The area of Mandala comprises a large community living in temporary settlements located on reclaimed land adjacent to the garbage dumping grounds. Families living in this locality have no transport service to send their children to school since autorickshaws are expensive for school transport. DSS community and school teachers keep each other updated on the education situation of children to ensure that children in these communities have access to school. The linkages between DSS Community class and the School Remedial Class regularly exchange lists of names of children in schools so that they can cross check student attendance and enrollment and this has led to positive changes for children. It ensures that they continue their education rather than drop-out from school.

#### **Bal Panchayat – Listening to Children’s Voices in the School and Community**

This new initiative was developed in the schools of Limboni Baug Municipal Schools 1,2 &3, Mohite Patil and Shahaji Nagar Municipal School. The thought at the start of the year was to see how children understand their roles and responsibilities as members of a group understanding their rights as provisioned for in the RTE Act. The children in these schools were formed into 5 committees as in the village Panchayat Cleanliness committee, Sports Committee, Health Committee, Discipline Committee and Management Committee. The management committee would supervise the work of the other 4 committees. Children were

given inputs through workshops on the themes of gender sensitization, team building, leadership skills, Street Play workshop, Communication and Group Behaviour in the context of a child's school life. Follow-up group sessions were taken after the workshops and children realized that they have a voice and that the school will listen to their queries. DSS team coordinated with the school principals for this request from the students. Initially the principals were hesitant thinking it would be a complaint box but after DSS team explained to them they agreed to keep a '**Suggestions Box**' on the school premises where children could write their suggestions for a better school.



In Shahaji Nagar, the principal of the school opened the suggestion box at the School Management Committee meeting and read out the suggestions, one suggestion was for transportation from Mankhurd across the Railway tracks to the school since it was unsafe and a long route for the children from Maharashtra Nagar to reach the school. DSS followed with the BEST transport service but this was taking a long time for the paper work so DSS used its School on Wheels Bus to transport children from Maharashtra Nagar to the school. 77 children availed of the bus service. The street play workshop input to children led to the children conducting an awareness drive rally in the community for enrollment of children according to the RTE Act and ensuring education of the girl child as seen below.



## Building Life Skills in Schools

While the family is the main space that nurtures a child in their formative years from infancy onwards as the child grows and starts interacting with the world outside of their home the school becomes a critical space in the formative years. The counselor works with school teachers, parents and the child to create a healthy learning environment and provide solutions for children who have particular problems.

DSS is in a learning phase for this particular area of work but sees it as essential to the growth and development of children. The objective of this programme is to identify children needing 'special attention' based on feedback from the class teacher and school authorities and suggest appropriate remedial academic and social support as well as refer cases requiring specialized attention to other specialized organizations and the government Shatabdi hospital for those cases requiring clinical support. DSS has been working in two schools of Shivaji Nagar, located at Govandi Railway Station from 2012 onwards and is trying to develop a perspective on life skills through self- management of children based on the case consultations and types of cases.

The cases may be categorized into 4 types

**Children with Behavior problems** e.g. Mischievous, hyperactive, bullying other students or substance abuse

**Children with Academic problems** e.g learning related not able to grasp what is taught in school

**Children with Emotional problems** e.g. resulting from grief, trauma or anxiety

**Special Cases:** children who have some low to moderate physical disability along with intelligence quotient problems are referred to a government hospital for testing and certification. These cases are followed up through home visits and special sessions with the children during the allotted school hours. It has been observed that parents and school authorities take an interest in the child once their awareness on the issue is created. Previously held misperceptions on counseling are cleared and teachers are in a position to identify children from their classes.

DSS in addition to counseling and referral services for children conducted 13 classroom sessions with the children on Phases in Child development, Team work, communication, memory and concentration, Confidence and Creative thinking along with the Bal Samuhas in schools which become a coping and support system for children.

Name of School	Medium of Instruction	Total Student Cases	Male	Female	Number of Closed Cases	Cases referred outside for Special Testing	On-going cases
Shivaji Nagar	Hindi	79	42	37	35	1	44
Shivaji Nagar	Marathi	31	21	10	12	2	19

## TRAINING CELL

### Building Capacities –Exploring Creativity building Quality in DSS Programmes

In the late 80's as DSS was working with communities in slums across the cities it was realized that a different Education Curriculum was required from what is taught in regular schools to ensure the education of these children such that they would be able to retain what was learnt and could be taught in a short time-span since children moved with their parents across the city wherever they found daily jobs. DSS realized that one needed to involve parents in the education process if they are to be convinced about its value for their children.

The training unit has grown along with DSS as the work of the organization expanded and deepened into ensuring quality education of children in government schooling system. The education curriculum that DSS has devised from its learning at the field level is unique in that it moves according to the children's progress level at the level of each individual child such that no child is left out.

It is difficult to come by trained teachers in urban areas; who are able to work with dedication and commitment towards children in under-served areas as they would when working with children in privileged schools. This becomes the mandate of the training unit which trains DSS teachers many of whom are from the communities that DSS works with. This enables a rapport of the teacher with the child.

The training unit devises the training according to the Training Needs Assessment it conducts as well as on the basis of teacher expectations and for capacity building of teachers. It does more than just deliver the training it also offers inputs to teacher after the training through field visits to ensure that trainings are actually converting into lively classroom transactions. Trainers periodically visit the classrooms to observe and offer solutions to teachers in different classroom contexts. Teacher Training is conducted when teachers are free from classroom teaching and on Saturdays when the schools are closed. During school vacations during Diwali and Summer special capsule trainings are conducted for 3-5 days based on the topics in the curriculum framework of the particular programme.

The DSS focus of teacher training is on:

- **Curriculum** how the curriculum needs to be developed during the year,
- **Documentation** various record keeping & documentation activities
- **Teachers Knowledge & Capacity** on aspects of Child growth and development

<b>Types of Teams Trained</b>	<b>Number of Members</b>	<b>Training Days</b>
<b>Balwadi/Preschool Teachers</b>	34	26
<b>School Partnership Remedial Class</b>	17	23 + 7 FSF
<b>Reading Promotion Teachers</b>	35	26
<b>Community Learning Centre teachers</b>	13	31
<b>Community Study Class Teachers</b>	34	26
<b>Non-Formal Education Study Class School</b>	26	34
<b>DSS co-coordinators for Schools &amp;</b>	37	13

**Balwadi/Preschool Teacher Trainings:** these are trainings conducted for pre-school teachers in DSS's work with communities. The training is devised keeping in mind the child's surrounding environment and preparing pre-school children in developing an interest in school learning activities. Many new and interesting teacher training sessions were conducted with teachers on the relationship between art & language, math & science, how measuring height of children when they see their physical growth in the class from the start to mid-term to end it introduces concepts of numeracy, ascending and descending order for children. A month-wise plan on how to make teaching aids pertaining to the curriculum plan as well as how to make puppets and use them for preschool activities. As a part of the Balwadi Teacher Training they visited Sevasadan Balwadi so that teachers could get a chance to see how a Balwadi operates and how the classes are held for children under 5 years of age. Towards capacity building of teachers trainings were conducted on how to manage a class, brain learning faculties in the brain along with stress and time management as a part of the Knowledge component teachers were trained in how to plan for their classes and maintain the planning register as well as how to maintain each child's progress in the Balwadi report card.

#### **New Initiative : Balwadi Teaching Aids Exhibition**

For the first time DSS training unit held an event with public which was an exhibition of low-cost teaching aids at Dadar on 12<sup>th</sup> November 2016. The purpose of this exhibition was to share with public how pre-school education can be enjoyable and cost-effective and create a appropriate learning environment. A number of NGOs, parents of children in Balwadis, donors, students and members of the public attended. There were puppet shows and mask making live shows all created and held by the Balwadi teachers on the day. DSS personnel interacted with the public explaining and answering their queries.



**Study & NFE Classes Teacher Training:** The study and NFE class are DSS programmes that operate directly in the communities for which there is a separate curriculum since the duration of each session with these children is longer than the classroom period. The focus of the training unit curriculum is on literacy outcomes for children who are not enrolled in schools due to their circumstances of living on the street or in temporary shelters and for those in communities who have no study related support after school hours. The focus of the training unit is on building capacities of teachers for these classes in helping them plan their sessions for the year how to interact and conduct meetings with parents of such children living in difficult circumstances, so that learning input to students is according to the time available and understanding ways to test the learning imparted to students. 26 days of training were offered to the teachers and coordinators during the year on how to enhance writing skills, understanding science concepts as it occurs in daily life situations eg. air, water, time and measurement. Teachers were also trained on how to make cost-effective teaching aids so that children enjoy the activity being taught in the session.



**Community Learning Centre Teachers:** is a special place in the community designed to promote the language and reading skills of the children once they are back home in their communities. It includes children from age 6 to 18 and also children who are from non-DSS projects. During the year the training team devised a set of themes to understand the role and objectives of the CLC teacher vis-à-vis theme and objective of the CLC in conducting reading & library activities to be used for children of standard 5-8. They developed indicators to measure reading performance of this age group. Training for teachers on curriculum included language games, art & craft activities, guided reading, types of story-telling, ideas on how to organize a library and parts of a book all these trainings were devised for teachers to facilitate students at the CLC

**Training for Remedial Class Teachers & Reading Promotion Programme in MCGM schools:** the training unit was involved in the training of DSS staff for implementing this programme in MCGM schools. During the year 26 days of training was conducted for teachers on the use of punctuation, improving writing skills of children towards self expression as well as how to use a graphic organizer in telling a story. Teachers capacity building session was held on class management. Story telling through puppets was also explained and shared with these reading promotion teachers. 30 days of teacher training was imparted to remedial class teachers in language and Math on understanding worksheet and their use in the classroom, introduction of

multiplication and division concept as well as ascending and descending order and making badge card game

**Teacher Training for Integrated Child Development Services (ICDS) teachers:** the anganwadi or child-creche programme for pre-school children run by the government through the ICDS scheme has a pre-school education component towards which the DSS training unit imparted training to the Anganwadi workers of the Goregaon ICDS centre and the Borivali ICDS centre on 29-1<sup>st</sup> July 2016 and a refresher training on 22-23 November, 2016 for the Borivali ICDS centre



***Anganwadi teachers attending the Doorstep school training program***

#### **ADVOCACY:**

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

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

DSS has been enrolling students in the municipal schools right from 1991 and is actively involved in creating a positive impact in teaching and learning facilities in schools since then. Despite putting all efforts and ensuring delivery in each school undertaken, DSS lacked the much needed support from school authorities as well as parents in pushing the quality aspect through. RTE has strengthened the beliefs of DSS. There are two sub-projects under this project, namely, Strengthening School Management Committee – to increased participation of parents in the schooling process and Bal-Panchayat – to enable students to take school level issues to school management and higher authorities through SMC.

Integrated Child Development Scheme (ICDS) is one of the most essential and much required initiatives by the government. However, there is a gap in its proper implementation in several regions of the country. So under ICDS strengthening initiative, the project provides regular inputs to the two ICDS workers. For this, a teacher has been appointed who provides technical

support at the field level. Not only is the education material provided to these centers, but the teacher also demonstrates the use of material in the sessions with children. They are taught to prepare low-cost teaching and learning material. Different inputs are provided to them in the form of training.

### ***Stories of Change: “Streets for Success”***

Last year Naming a street after a street kid- an initiative was taken by an Advertising and Marketing firm Interface Communications in partnership with Door Step School. The idea was to name the bylanes in the slums with names of Door Step School children who have continued or completed their education through difficult circumstances. As street signs are only named after big influential people, this recognition for few selected ones hopes to create positivity in the community and encouragement to those parents who have supported their child’s education and development process.

This year we conducted the second round “Streets for Success”. The idea was to boost children’s confidence and to appreciate, encourage and motivate them. Four Children from our Maharashtra Nagar project, namely Deepak Yadav, Saba Khan, Omshree Saroj, Nikita Jaiswar were felicitated and the bylanes of slums where they live had road signs put up on their names.

## **NETWORKING**

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

### **PARTNERSHIPS WITH NGOS:**

- 1. Apni Shala:** Conducted life skills training sessions for children Bal Samuha groups in different communities.
- 2. Mentor Me India:** Connected mentors to children (mentees) for developing self-confidence in children through one-on-one mentorship model in Govandi.
- 3. LeapForWord:** Provided teacher training, curriculum and teaching aids, assessment support and ongoing handholding support for the pilot English Study Class project in Govandi.
- 4. Sparkles Charitable Trust:** Set up the Science labs in two Municipal schools in M-East Ward of Mumbai.
- 5. Adhyayan:** Rajiv Vartak’s group conducted workshops with the children in Municipal schools on subjects like Geography, Science and Language.
- 6. Iskcon Foundation:** Provision of mid day meals for street children studying on School on Wheels.

7. **Danzastars Academy:** Organised a dance workshop for children from Cuffe Parade community where Door Step School works.
8. **KC Mahindra Education Trust:** Provided sponsorship support to 150 girls through Nanhikali project.
9. **Sakhya:** Conducted Gender Sensitization workshops for children and parents.
10. **Danamojo:** It is an online payment gateway which provides online payment facilities to NGOs and other companies through websites. From this year we have partnered with Danamojo for online payment gateway facility for our organization.

#### **Schools and Colleges:**

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

#### **Educational, Cultural Institutions and Public Spaces:**

1. To provide children a creative space to learn while having fun we visited Chatrapati Shivaji Maharaj Museum, Bhau Daji Lad Museum, Homi Bhabha Science Center, Nehru Science Center, Nehru Planetarium, Taraporevala Aquarium, Maharashtra Nature Park, Akshara Library, Reserve Bank Of India Monetary Museum, National Gallery Of Modern Art, Colaba Woods Garden, Colaba Police Station etc.
2. Mega musical "mahatma-come find the gandhi in you" show was organized by raëll padamsee's ace productions create foundation.

#### **Individuals:**

3. **Sandeep Palve:** Conducted workshops for developing understanding and skills of children for performing street play.
4. **Mayur Ankolekar:** Conducting Maths workshops with children in Municipal Schools and communities.
5. **Raju Bhadke:** Conducted workshops with teachers on different topics.
6. **Manisha Rane:** Conducted teacher training for teachers on language related topics.
7. **ICreate Venkatesh:** Conducted Leadership workshops for School and Community children.
8. **Sabrina Flunkert:** Organized Adventure camp for Hiranandani Akrutí's Bal Samuha children.

## 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. Following are the volunteers who helped us and volunteered with us.

Asian paints team volunteered with us for school wall painting activity in shivaji nagar municipal school. Activity was organized to encourage children and their skills of drawing and painting, creating reading environment. Outcome of the activity was that the children learn teamwork, sense of completion of task, ownership of the activity quality.

Children We Care- NMIMS volunteers helped us to document the program process, Secondary research report of primary education, they have done translation of documents.

Aditya Birla company conducted Safety training session for our children of Reay Road, F South, Maharashtra Nagar, Borivali National Park and Goregaon Aarey Colony communities.

Community Team Works (CTW) volunteers were involved in our Children Aid Society School's Book Fair and Organic Garden company volunteers were involved in our Colaba Market School's Book Fair organized to give children exposure of the different kinds of books available, selling and buying process. Children can buy the books they like in very minimal amount.

Through Asmae French Volunteers Work Camp Asmae partners placed two French volunteers- Clemence Royer and in our Cuffe Parade community. Objective of workshop was cultural Exchange and taking different activities with children. Volunteers and children thoroughly enjoyed the time they spent together. It was a great experience for both of them.

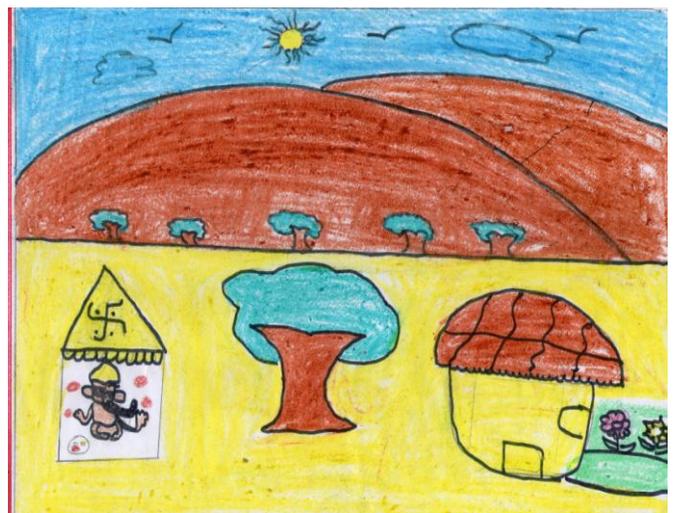
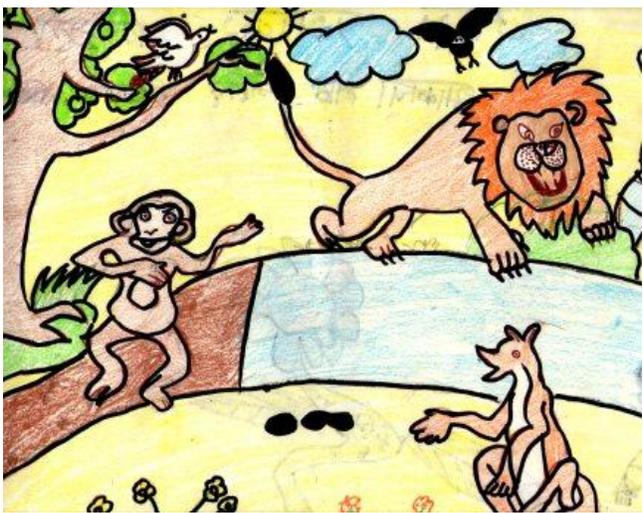
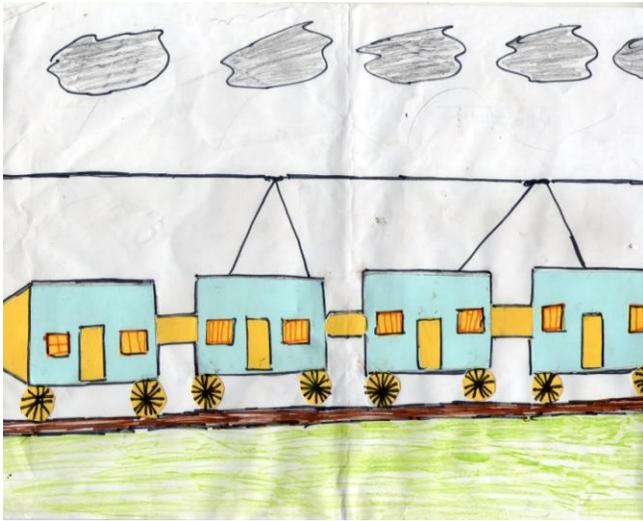
Motilal Oswal Securities Limited employees volunteered with us in Colaba Municipal School for Reading Fair which was organized on 15th October 2017 to mark Reading day on Birth Anniversary of Mr. A.P.J Abdul Kalam and to make Reading Joyful, Meaningful with added value of Learning to many more under privileged children of Mumbai Municipal Schools by giving only few hours for one day.



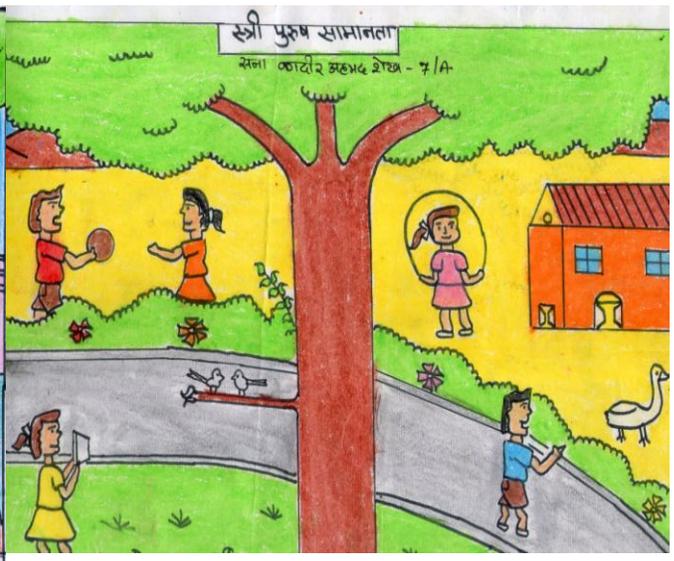
## FUTURE PLAN:

- In the year 2017-18, door step school will see a lot of changes and new projects which are as following and which will be implemented in this year:
- New Computer Centers will be established in Thane Balkum and Maharashtra Nagar communities.
- New Study classes, Community Learning Centers, Bal Samuha groups and Computer Center will be established in new hamlets of Goregaon Aarey Colony project supported by Plan India.
- Dun & bradstreet will be supporting School on Wheels project for catering to the educational needs of out of school children.
- Expansion in current areas and identification of new areas will take place in the year 2017-18.
- We are looking forward to raise funds in Mumbai Marathon this year.





Children's Expressions



Children's Expressions

## DOOR STEP SCHOOL– PUNE HIGHLIGHTS OF THE YEAR

### Part I : Awards and Recognitions received by Door Step School in 2016-17

1. Mrs. Rajani Paranjpe received an award for her valuable contribution during the Senior Living Expo organized by Times Group and Paranjpe Schemes on 18<sup>th</sup> November 2016



2. As a part of the International Women's Day celebration, Mrs Paranjpe was felicitated under the 'Breaking stereotype' theme by an event organized by Vwash

3. Kirloskar Wash Award: Water and Sanitation Hygiene (WaSH) is a program developed by Kirloskar Foundation with the objective to create awareness on sanitation, hygiene and cleanliness and has been implemented at our centres since 2011-12. Door Step School bagged an award from Kirloskar Foundation, Pune for the year 2016-17 for "Incredible Contribution in Kirloskar WaSH initiative"



4. 30 children from Door Step School participated in the Annual Talhunt contest organized by Cognizant Pune and won the 'Best Discipline Award'

5. Parvati Mane, 6<sup>th</sup> Standard from Vaiduwadi (Hadapsar) CLC won Silver Medal in 400m running in the annual 'Inter NGO Sports Meet' organized by Concern India Foundation at Sanas Ground, Pune.



## New Beginnings and Associations

### Project Sahyog: DSS and Other Organizations

**CASP:** The organization approached us for implementing this project in their intervention area. Their staff had visited DSS and studied the program. We are currently helping CASP by sharing our pedagogy, teaching aids, books and other reading material. DSS is also enabling CASP by conducting trainings for implementation and monitoring of the program. Hand holding is done by reviewing and analyzing their data and suggesting any changes as necessary.

**Shikshan Mandal:** We were approached by Deputy Education Officer(DEO) who set up meetings between PMC school staff and DSS book fairies in various wards. Discussions were done on attendance of students, reading levels of students etc. Book fairies were also asked to give inputs along with the teachers. The DEO applauded the sincerity of the DSS book fairies and their knowledge about their students. She appreciated the DSS teaching aids and the meticulous data kept by DSS. The DEO also appreciated the monitoring process of DSS and has shown interest in designing a process on similar lines for PMC school teachers. In all the meetings, she stressed on the necessity of the school teachers and DSS staff working together to achieve better results.

**Tara Mobile Crèches, Pune:** Door Step School tied up with Tara Mobile Crèches Pune, an NGO working to ensure that migrant construction worker's children avail their right to safety, healthcare, education, recreation and participation. Starting from February 2016 TMCP and DSS collaborated on 2 TMCP Centres in order to run Education Activity Centres according to the DSS format. This gave the children at these sites an educational support. After looking at the successful collaboration in this pilot project, the 2 NGOs have decided to extend the association at 3 more TMCP centres in 2017-18. It has been a learning experience for the staff of both the NGOs and we hope to have a long association.

**Teach them Young:** A new program was started to look into the issues of Sanitation and serving of midday meals in the public schools in order to inculcate the right habits in children in a very young age. This is the right time to take up this program since the Government has recently launched the national campaign for clean schools under the Swaccha Bharat Initiative. Also, Door Step School already has its staff present at more than 200 public schools where we run our School intervention program: 'Project Grow with Books'. They have a good rapport and every day contact with children and have also been working with the school management and the School Management Committee.

## Activities at a Glance 2016-17

(148 Construction Sites & Slums, PMC & PCMC School and School on Wheels)

### Overall Coverage

<b>Services Offered</b>	<b>Children</b>	<b>74381</b>
	<b>Number of Sites</b>	<b>4069</b>
	<b>Schools</b>	<b>238</b>
<b>Project Foundation</b>	<b>Services Offered</b>	<b>Services Offered</b>
	<b>Literacy Classes</b>	1,929
	<b>Study Classes</b>	3,414
	<b>Pre-Primary Education</b>	3,200
	<b>Crèche</b>	3,371
	<b>Reading Rooms at CLCs</b>	598
	<b>Child to Child libraries</b>	369
	<b>Total</b>	<b>12,840</b>
	<b>Community Based libraries</b>	328
	<b>Computer Classes at CLCs</b>	323
	<b>Four School-on-Wheels(30 Location)</b>	1,745
	<b>No. of children enrolled in Schools</b>	505
	<b>School Transportation Provided</b>	957
	<b>Quest –Science &amp; Math’s Laboratory</b>	112
<b>Science Laboratory at Center</b>	1320	
<i>*In addition, 1066 children were encouraged to walk to school with parents or by themselves</i>		

<b>Grow With Books Program</b>		
<b>Services</b>	<b>Schools</b>	<b>Beneficiaries</b>
Reading Classes Library	238	37753
Lending Library (Std I-IV)	238	32623
Lending Library (V-VII)	152	19888
Book Stock	302670	
Book Publication	68	
Teaching Aids Language	16	
Teaching Aids Maths	22	

<b>Parivartan Training Centre</b>	
<b>Training</b>	<b>Beneficiaries</b>
Fresh Teachers	47
Fresh Book Fairy	102
Teachers Refreshers	217
Book Fairy Refreshers	427
Management Staff	124
Parent Participation Prog	25
Other 4 Organizations	49

Every Child Counts-Citizens' Campaign		Parents' Participation Programme	
Sites Surveyed	3384	Sites Surveyed	537
Children Located	4449	Parents Interviewed	430*
Children Enrolled	2936	Children Benefited	923
No. Schools Enrolled in	299	Children Enrolled	780
Volunteers Involved	224		

### **Project Foundation - Impact on Literacy (learning) levels:**

Attendance Levels	Learning Alphabets	Complete Alphabets	Complete Matras	Composite Words	Total
1 to 25	1332	496	123	627	2578
26 to 50	292	315	74	262	943
51 to 90	106		79	271	699
91 to 120	14	78	38	160	290
above 120	17	79	39	698	833
<b>Grand Total</b>	<b>1761</b>	<b>1211</b>	<b>353</b>	<b>2018</b>	<b>5343</b>

### **Tracking of Migrated Children:**

Out of the total of **3660** children who migrated during the year, we were successful in tracking **1490 (41%)** children using various tracking methods. Out of the 1490 children who were tracked, we have confirmed that **972(65%)** of those children continued schooling in the new places where they have moved. The result is encouraging and giving us some assurance that parents at construction sites are beginning to understand importance of education. Since we have tracked less (41%) children over last year (62%), we need to work on improving tracking of migrated children.

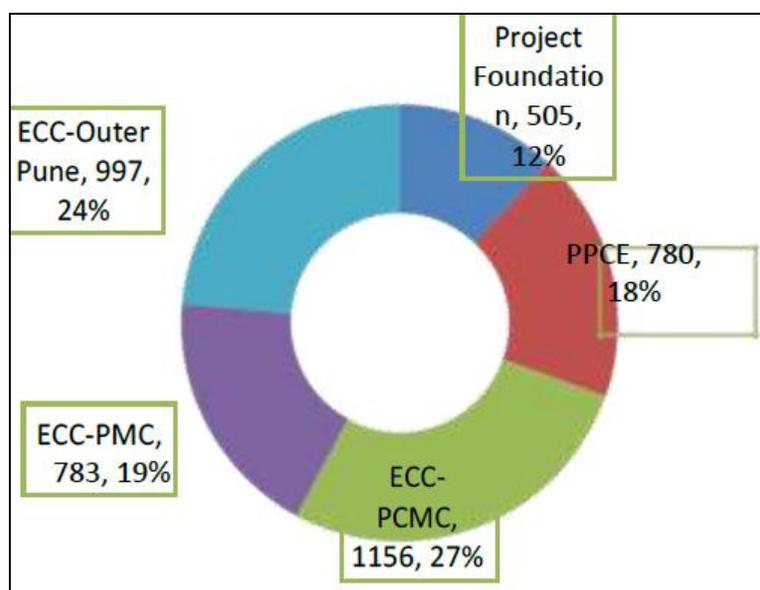
### **Snapshot of Beneficiaries**

Age Group	Programs covered	Beneficiaries
0-3 years	Crèche at EAC	3,371
3-6 years	Balwadi at EAC & CLC	3,200
6-8 years	Study Class at EAC & CLC	2,967
	School intervention in Std 1: First Steps Forward + Lending Library	10,575
8-10 years	Study class at EAC & CLC	1,397
	School intervention Std.1-Std.4: Reading Classes + Lending Library	32,623
10-14 years	Study class at EAC & CLC	979
	School intervention Std. 5 to Std. 7: Lending Library	19,888
6-14 years	Computer Class at CLC	323
6-14 years	Quest Science Lab	112
6-14 years	Literacy Classes at EAC & SoW	1,929

Type of class	Number of children covered			
	SOW	CLC	PF	Total
Balwadi	412	31	2757	3200
Literacy Class	545	0	1384	1929
Study Class	655	751	2008	3414
Crèche	9	-	3362	3371
<b>Total</b>	<b>1621*</b>	<b>782</b>	<b>9511</b>	<b>11914</b>

Additionally 124 children were covered under four evening libraries

Program	PMC	PCMC	ZP	Total
Project Foundation	273	127	105	505
Parents Participation Children Education	321		459	780
Every Child Counts	783	1156	997	2936
<b>Total</b>	<b>1377</b>	<b>1283</b>	<b>1561</b>	<b>4221</b>



## An overview of the last 5 Years (2012-2017)

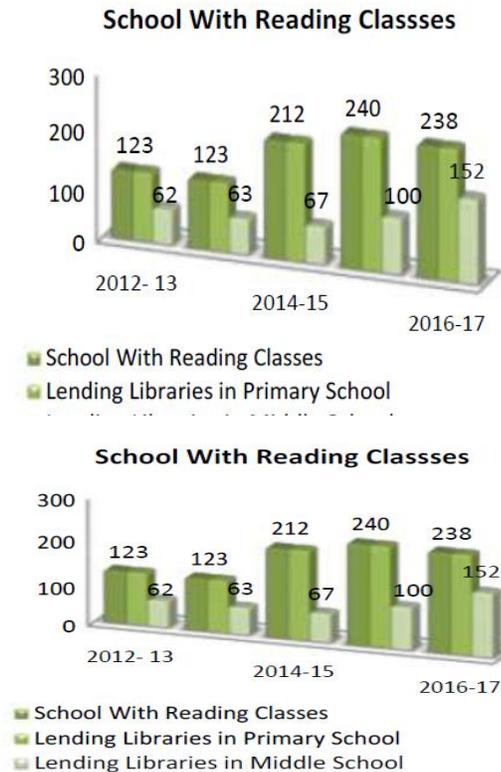
		2012-13	2013-14	2014-15	2015-16	2016-17
<b>DIRECT EDUCATION (Project foundation )</b>	Programme					
	Urban Slums & Pavement Dwellers	20	22	22	28	43
	Building & Road Construction Sites	122	117	109	114	105
	Total No. of Locations	142	139	131	142	148
	No. of Locations Closed	33(23%)	41(39%)	27 (20%)	49 (35%)	43 (29%)
	Number of Pre Primary Education	134	133	126	138	131
	Number of Study Classes	130	109	114	138	153
	Literacy Classes	128	122	107	126	119
	No. of child Care Centers	113	120	113	116	103
	Total No. of Classes	505	484	460	518	506
	Number of Classes Closed	129(26%)	69(14%)	51 (11%)	160(31%)	166(33%)
	Number of Children enrolled	10,293	8,739	7,531	8,468	11,914
	Snapshot of Beneficiaries in March	2,698 (26%)	2,254 (26%)	2,386 (32%)	2,734 (32%)	3,636 (31%)
	Computer Classes: Enrolled	154	216	269	288	323
	Community Based Libraries : Enrolled	527	664	670	827	967
		2012- 13	2013-14	2014-15	2015-16	2016-17
<b>SCHOOL INTERVENTION (Project Grow With Books)</b>	School With Reading Classes	123	123	212	240	238
	Reading Classes - Children Covered	26,563	24,402	30,122	35,154	37,753
	Lending Libraries in Primary section	123	123	212	240	240
	Lending Libraries in Primary Section - Children Covered	20,586	18,488	24,957	27,257	32,623
	Lending Libraries in Middle school	62	63	67	100	152
		8,346	8,313	8,896	11,293	19,888
	School -Children Covered					

		2012- 13	2013-14	2014-15	2015-16	2016-17
<b>Project Every Child Counts(ECCC)</b>	Sites Surveyed	800+	455	2,044	3,241	3,384
	Children Enrolled	1,350	545	2,466	3,242	2,936
		2012- 13	2013-14	2014-15	2015-16	2016-17
<b>Parents' Participation in Children's Education</b>	Sites Surveyed	-	199	161	365	537
	Parents Interviewed	-	1,275	698	885	430**
	Children Located	-	1,749	550	858	923
	Children benefited	-	1,123	506	1,214	780

**Our Programs – The Last Five Years (2012-2016)**

A few details of each program

**A. Project Foundation – Education Activity Centers**



Though number of schools with Reading class and Lending Library in Primary School reduce from 240 to 238 over last year, following are reasons for increase in number of beneficiaries:

- We discontinued 6 PMC schools where number of children was less than 100.
- 12 PMC schools with less than 200 children were merged into other PMC schools where we are already working. This lead to increase in number of beneficiaries.
- In place 18 schools (a & b i.e. 6 discontinued & 12 merged) we selected new 5 Private Aided schools, 6 PMC Model schools and 5 ZP schools. Average number of children in ZP schools, Private Aided Schools and Model schools is always more than PMC schools.
- In 2016-17, we upgraded our reading class program from 1<sup>st</sup> - 2<sup>nd</sup> std to 1<sup>st</sup> - 4<sup>th</sup> in 13 schools. Thus increased 1247 children.

**C. Community Learning Center**

	2012-13	2013-14	2014-15	2015-16	2016-17
<b>Computer Classes</b>	154	216	269	288	323
<b>Community Based Libraries</b>	527	664	722	827	967

## Part II : Project Foundation

The objective of Project Foundation Educational Activity Centres at construction sites, temporary slum and migrant communities is to reach migrant worker's children and street children through a set of innovative outreach programs.

This program helps children to:

- Enroll into mainstream schools.
- Perform well in their academics due to support in study centres and also reference classes
- Attend school regularly due to school transport provided by DSS
- Taking care of the younger siblings of the children in Balwadi's (pre-primary) and Day Care Center we provide at our EACs.

Each Educational Activity Centre (PF centre) at DSS is divided into 4 class types:

1. **Literacy classes (LC)** are conducted for those children between 6-14 years of age who are not formally enrolled to schools.
  - Few children are not enrolled to schools due to various reasons. Our efforts are normally to enroll them to schools and we work continually for the same. But till the time this is accomplished those students come under our Literacy Classes. Our aim is to enroll the children within 6 weeks of their coming to our centre. However, normally the most common reasons why the enrolment takes longer are:
    - They need to take care of their younger siblings
    - Parents are hesitant to send their daughters to school who are above 10-11 years of age.

Once the children from LCs are enrolled to schools, we count them into our Study Class.
2. **Study Classes (SC)** are conducted for children between 6-14 years of age who are enrolled to formal schools. Since we are working with migrant children, a lot of children might have had to move out and when they come back to our classes, they tend to forget what they might have learnt before. The SCs help these children to revise their previous learning. Also, under the RTE Act children have to be enrolled to their age appropriate classes. So a lot of children who have never been to school before lag behind in their studies and eventually lose their interest in school. Hence, the Study Classes enable us to help bridge their gap thus helping them catch up.
3. **Balwadi or pre-primary classes** are run to prepare the children for going to schools
4. **Crèche** is run for children between 0-3 years. 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.

## Community Learning Centers

The children in slum communities are mostly enrolled in schools (Their parents are aware about the importance of education) However, their parents go for daily earning leaving the children unattended after school. They have no place or support to complete their homework and their studies. This leads to academically low performance, low attendance in school and drop outs. Door Step School offers a quiet place to study, read books and finish their homework and also for self-study. These centers also offer computer classes, science experiment labs, a reading room and study classes to guide children in their studies.

Community Learning Centers cater to the educational needs of Urban slum Communities. We worked at the below 3 CLCs along with their Satellite classes:

- 1) Dattawadi CLC: Ambedkar Vasti, Ganesh Mala and Panmala
- 2) Vadar Wadi: Dori Vasti, Lal Chawl, Janata Vasahat and Vaidu Wadi
- 3) Vaiduvasti, Hadapsar

The below activities were conducted at the CLCs:

- 1) Study Classes
- 2) Reading Room
- 3) Computer classes
- 4) Community Based Children's Library
- 5) Life Skills Activities
- 6) Kumar Nirman

- 1) **Study Classes** follow the same format as Project Foundation.
- 2) **Reading Room:** In order to inculcate the habit of reading and develop their interest in reading, children who have overcome the barrier of being able to read come to the reading class. Apart from this the children can also do self-study with help of reference books which are also made available at the centre.
- 3) **Computer Class:** Knowledge of computer is essential these days. The children do have computer as a subject in their schools, however they do not get a hands-on experience of using computers. At the CLCs, we impart the basic knowledge of Microsoft Office (MS Paintbrush, MS Word, MS Excel and MS PowerPoint). Often we also have volunteers helping the children with Computers.
- 4) **Community based Children's library:** Instead of limiting the access of books only to the children living in the slums where the CLCs are, we select a child from each nearby community. This child takes a bag of books to the other nearby slum/ slums and distributes the books to the children for reading. Meetings are conducted every month with the children participating in this program along with the coordinator of the centre.
- 5) **Life Skills:** Life Skills education is to enable individuals to deal effectively with the demands and challenges of everyday life. A total of 17 sessions were conducted in all the 3 CLCs and 70 children participated in the LSE activities. Topics covered were 'self-awareness' and 'empathy'.

6) **Kumar Nirman:** Kumar Nirman is a program initiated by Maharashtra Knowledge Foundation. The objective is to sensitize children to various problems and challenges in society and let the children experience the joy of discovering inventing solutions and to act towards solving social problems. This activity started in year, 2014. A group of 50 children from Dattawadi & Vadarwadi participated in this program. The activities covered under this program from July were as below:

7)

Month	Activities	Out come
July 2016	Introduction of new Member through different	11 new members introduced.
31 <sup>st</sup> 2016 July	Group sharing Among different	Children of DSS confidently shared their views for topic given to them.
August 2016	Visiting nearby locality & introduce Child to Child	Visited 2 localities, could confidently introduce the program.
September 2016	Review of previous activity and planning planning	-
November 2016 March 2017	Planning Execution of Anti – smoking rally Smoking rally	Planned and effectively conducted the rally on 18th March from Ganesh Mala to Tapobhumi Society, Dattawadi.

**Activity:** Children came up with the idea of holding an Anti-smoking and Anti-drinking Rally in the slum. They discussed this with the CLC teachers and Kumar Nirman volunteers. Around 40 children between 10 and 15 years age participated in this activity. They planned systematically, assigned tasks and responsibilities among themselves, prepared slogans and placards and conducted this rally from Ganesh Mala to Dattawadi center on 18th of March 2017. Shailesh and Pranali from Kumar Nirman helped them organize the activity.



**A. No of Locations covered under Project Foundation and CLC = 118****B. Children reached: 11,914**

Type of class	No of children
Balwadi	3,200
Crèche	3,371
Literacy Class	1,929
Study Class	3,371
<b>Total</b>	<b>11,914</b>

**Teaching Methodology for Study Classes (PF and CLC):**

Door Step School believes in overall holistic development of children. We primarily use the below methods to facilitate learning:

- 1) Blackboard method
- 2) Teaching Tools
- 3) Learning Levels of children
- 4) Improved Project method
- 5) Science Activities
  - A) QUEST Visits
  - B) Science Kit Activities
- 6) Water and Sanitation Hygiene initiative (WaSH)
- 7) Events and Celebrations

To effectively run the above activities at all our centres, following practices are followed every month: Planning: On every first Saturday of the month, all our teachers, their supervisors and coordinators come to a location. This is called a Cluster Meeting. During this meeting the teachers share their experiences and ideas with the entire team. Also systematic planning for the coming month is done by their respective coordinators. Monitoring: On every first Thursday of the month, the Coordinators and Supervisors present the previous month's data and happenings at their respective clusters (A group of Centres assigned to a coordinator is called a cluster) with the DSS Management Team.

**1) Blackboard Method:**

The children first get introduced to the concepts on the blackboard. Teachers also sometimes use the blackboard to provide practice work like language games, mathematics problems, understanding dates every day, etc.

**2) Teaching tools:**

We use various teaching tools in order to facilitate learning. DSS has developed a lot of teaching tools for mathematics and especially for language since our focus is primarily teaching Marathi. The children at the centres are all at different levels of Learning and understanding. The basic ideas/ concepts are introduced and taught using the Blackboard. This is a common Learning platform for all the children in the class. Once this is done, the children are grouped according to their Learning Levels and they are given tools according to their levels. This gives the children the much needed practice. Apart from this we also use Door Step School's graded books for practice.

**Observations:**

Teaching tools help develop the children’s interest in studies, increases their attention spans and makes learning fun, the children get involved and thus learn and retain the information in a better manner



Children are given Teaching tools according to their Learning levels. This helps teachers to handle large groups of children.

**Special Mention**



The teacher on Clover Forest County site prepared a new Teaching tool called ‘Sankhyachi Girni’ and started using it for the children to practice and understand the concepts of addition and subtraction. Madhav Markante, a 13 year old child from 7th Standard came up with a language tool based on this idea: ‘Shabdanchi Girni’. This shows how children are getting involved in their own education.

**Importance of regular attendance of children at our EACs:** There is a positive correlation between the attendance of the children and their academic performance. It has been observed that a minimum of 80% attendance is required for the child to understand, learn and assimilate information better. Continuous efforts through parents meetings and interventions like arranging for school transport and the activities conducted at our centres are undertaken in order to encourage maximum attendance to schools and our centres. Below are the details:

**Attendance Data of all children for PF**

Class type	1to20%	21to50%	51t 80%	81to100%	Total
Literacy	425	552	264	143	1384
Study Class	321	513	691	483	2008
Pre Primary	561	802	837	557	2757
crèche	774	1022	943	623	3362
<b>Total</b>	<b>2081</b>	<b>2889</b>	<b>2735</b>	<b>1806</b>	<b>9511</b>

**Attendance Data of Study class and Balwadi CLC:**

Class type	1to20%	21to50%	51t 80%	81to100%	Total
Literacy	0	0	0	0	0
Study Class	160	251	229	111	751
Pre Primary	10	13	5	3	31
Crèche	0	0	0	0	0
<b>Total</b>	<b>170</b>	<b>264</b>	<b>234</b>	<b>114</b>	<b>782</b>

**Learning Levels of PF Study class and Literacy Class:**

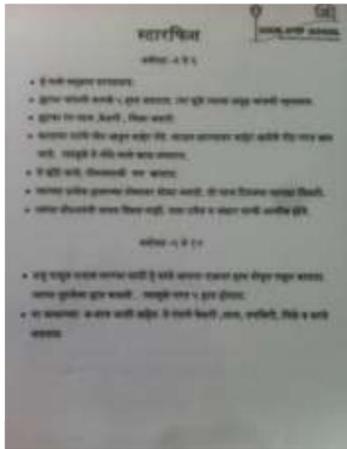
Days attended	Learning Alphabets	Alphabets Completed	Matras Completed	Composite Words	Total
1 to 25	719	282	80	490	1571
26 to 50	176	185	45	194	600
51 to 90	47	118	51	187	403
91 to 120	10	33	24	106	173
121 & above	12	39	27	567	645
<b>Total</b>	<b>964</b>	<b>657</b>	<b>227</b>	<b>1544</b>	<b>3392</b>

Attendance/ Levels	Learning Alphabets	Complete Alphabets	Complete Matras	Composite Words	Total
1 to 25	94	88	15	94	291
26 to 50	22	34	8	44	108
51 to 90	11	47	16	62	136
91 to 120	0	23	6	43	72
above 120	2	25	7	110	144
<b>Total</b>	<b>129</b>	<b>217</b>	<b>52</b>	<b>353</b>	<b>751</b>

In 2015-16 we had run an experiment at the Sinhagad Cluster for Learning Levels wherein we included a part of Marathi Grammar which had to be completed in the 120 days. We decided to discontinue this method of 6 levels in year 2016-17 based on results.



Our class at Pebbles Site was closed for a few days in the month of July. After the class resumed, the teacher noticed that the children who were lagging behind and the teacher expected that the children would probably have forgotten what was last taught were in fact in the next learning level. When asked, the children replied that the older children who were in the advanced level of learning gathered all the children, made them sit according to their levels and taught them!



**Improved Project method:**

Door Step School has been using Project method to facilitate learning. Starting this year Mrs. Hema Gehani, the proprietor of Colours Pre-school introduced an improved project method at all the centres of DSS after piloting it at a few centres the last year. Every month a project topic is assigned to the centres and the teachers facilitate knowledge transfer through various different types of activities like drawing, colouring, imprinting, storytelling, songs and craft. Mrs. Gehani has also provided the centres with printed flashcards with pictures and information pertaining to the project topics. These charts assist teachers in activating students' prior knowledge of a subject. We have found these charts to be an effective learning tool for the children. (Topics covered in the year from May to March: Animals, Seasons, Fruits, Vegetables, Insects, Birds, Fish, Vehicles, Our helpers).

Mrs. Gehani's team provided training to all our teachers once a month during our monthly cluster meetings and the teachers would implement this method at their respective centres often adding their own creative ideas.

*Flashcards developed by DSS*



*Different activities conducted with children's involvement*



*Project models put up at centres every month*

**Observations:**

The same activities were conducted across all our centres throughout the year, this enabled us to plan and monitor the implementation better. Hourly and daily planning would be done for both the age groups. (3-6 and 6-14 years of age). Apart from this, the teachers were given freedom to conduct more activities related to these. Exposure visits and small experiments related to that month's project topic are conducted. We observed that the teachers got the motivation to do something new every month, they often used Google search Engine to search for information or even more activities. They also started developing a lot of teaching tools pertaining to the project topics. They ensured maximum participation from children. The children would look forward to a new activity every day. The parents too are actively involved, they would often get some project related material to the class.

**5) Science Activities**

A. **Quest visits** - QUEST is a Science - Math laboratory for children started by Mrs. Malti Kelkar who is extremely passionate about both the subjects. All the necessary apparatus, instruments, chemicals, scientific toys are present in the lab. The motto at Quest is 'Doing and learning'. (For more information, please visit their website: <http://www.questsc-mathlab.com/pages/about-us#>). Children get hands on experience and conducting the experiments on their own helps them understand the concepts much better.



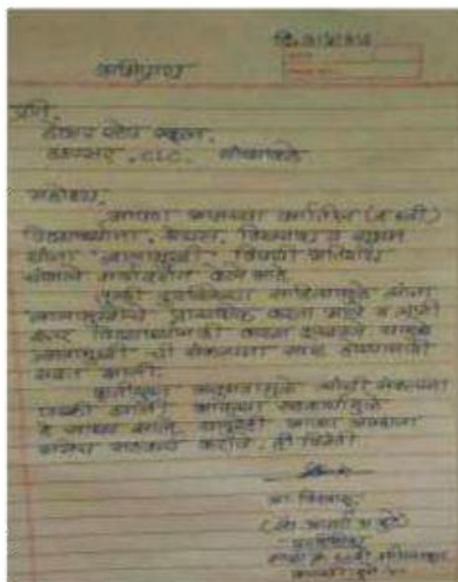
**112** Children from 6 sites and 1 CLC visited the QUEST lab in 2016-17.

**B. Science Box:** A lot of children are unable to visit the QUEST lab. For these children, Mrs. Malati Kelkar has donated science kits which are used at 35 of our centres where we have more children in the age group of 6-14. Using the apparatus provided in these kits about 15 science experiments and 6 mathematics games are possible. The experiments range from understanding density of water, refraction and reflection of light, identifying food items which contain starch, preparing carbon dioxide, preparing box camera and many more.

Mrs. Malati Kelkar conducted 3 trainings of a total 7 days at the QUEST lab for all the teachers at regular intervals. She conducted these trainings not only specific to the experiments to be conducted at the centres, but also to ensure that the teachers get a basic understanding of the concepts, they conduct the experiments with a curious mind and encourage the child’s curiosity too. She encouraged the teachers to ask questions. At the first workshop since the teachers do not have a science academic background, they hesitated to ask anything. Also they initially had trouble even remembering the names of the apparatus. However, as the last workshop was in progress the teachers opened up, they freely asked anything that came in their minds, it was observed that they were excited to try out the experiments and if they had trouble catching up, they still gave it a sincere try. Teachers also go out of their way and conduct the experiments they come across in newspapers/ magazines.

The children of course look forward to the days where experiments are planned at the centre, they ask the teachers if they need to bring anything. They conducted the experiments not only at the centre, but often even at home and their schools if the material required was easily available. They try alternate material for the experiment to check if the same results are delivered.

A total of 1320 children benefitted from this activity. 15 experiments and 5 mathematics activities were conducted in the year 2016-17



Mrs. Aparna Bute, from School No 62 B (Model School), Wanowrie appreciated the guidance of our teachers with science experiments in a letter.



*Teachers' training for the Science Kit by Mrs. Malati Kelkar in progress. The training was designed in such a way that the teachers themselves put together the science kits together so that they get a feel of the apparatus in the kit. After this the trainings were given on how to conduct all the experiments from the science kits.*

#### *Special Mention*



The teachers, with the help of students had planted a few seeds a few weeks ahead of this to prepare for the project topic 'Vegetables'. The children would water these plants every day. However, they noticed that the plants would lean down due to the weight of water.

One of the experiments taught in the previous months (Science kit activity) was to show how air has pressure, the procedure for which was to make holes in a plastic bottle and fill it with water. **Ganesh Reddy Chavan, a student of 6<sup>th</sup> Standard** studying at our site Marvel Sangria used this concept and made a sprinkler of sorts to water the plants without harming them.

#### **6) WaSH**

Water and Sanitation Hygiene (WaSH) is a program developed by Kirloskar Foundation with the objective to create awareness on sanitation, hygiene and cleanliness and has been implemented at our centres since 2011-12. The implementation staff from Door Step School receives formal trainings organised by Kirloskar Foundation every month. Apart from trainings, the Kirloskar foundation team also provides all the participating supervisors with printed material to conduct the activities. 13 supervisors have received 4 trainings in 2016-17.

Children learned importance of hand washing, clean water, personal and environmental hygiene and cleanliness through practical methods. Significant impact is seen in many children in their awareness of these issues and they are seen implementing these not only at home but also in their communities and schools. 160 children from approximately 1000+ children from all our centres (where we have run the WaSH program) have been carrying soaps to their schools. A special note is that 38 of our children from the Sus Road cluster going to Sant Tukaram PMC School took soap for about 3 months after which the school started keeping soaps for all the children.

Below topics were covered this year when the program started in July:

Month	Topic- Activities	Children participated
July 2016	Formation of WaSH Club, WaSH processions in the Communities	1096
August 2016	Segregation of Waste	1173
September 2016	Personal Hygiene	937
November 2016	Hand Wash	988
December 2016	Awareness about Adolescents' hygiene	29
January 2017	Parents Meeting	625

**Door Step School also bagged an award from Kirloskar Foundation, Pune for the year 2016-17 for “Incredible Contribution in Kirloskar WaSH initiative”**

*Change in community:*

**Before:**



The positive result of this program at the site Western Hills. The labour camp was initially very unclean (see the marking in red in the adjoining picture).

Kirloskar WaSH pheri by children, multiple parents meetings, meetings with the site in charge were conducted and finally we saw the below change at the site: The site is now clean, the site in charge has kept enough trash container. Also one of the project topics was 'trees' during which the children had planted a lot of plants outside their houses too.

**After:**



**7) Event participations and exposure visits for PF and CLC:**

Apart from the above mentioned Activities, we also ensure that the children participate in different activities throughout the year. This gives the children a much needed platform to express themselves creatively and also helps build their confidence. Also exposure visits and other activities are arranged for the children. Presented below are the events and exposure visits for both Project Foundation and Community Learning centres:

1) Lit Bug Festival:

**30<sup>th</sup> April 2016:** THE LIT BUG FEST was organized on April 30th, 2016 by 'The Story Station'. The various activities at the fest were chatting with authors, listening to stories spun by the kid authors and storytellers, turning stories into plays, Drum Circle, origami, puzzle solving, doodling, an exhibition and many more activities. 94 children from all the clusters had a great time at this event.



*Children attending the Lit Bug Fest*

- 2) **May 2016:** Hobby Classes conducted across all the centres including the Community Learning Centre. Children Art and craft workshops were conducted for the children. Children also made craft out of

waste. They learnt to make paper bags and pen stands and many more creative things. At the Hadapsar CLC a cricket tournament was organised on 7<sup>th</sup> May 2016 where 27 children from 5<sup>th</sup> to 9<sup>th</sup> grade participated with huge enthusiasm. They picked and named their own teams, their captains and practiced with their teams before the tournament

- 3) **30th June 2016:** ‘Swachhatechi Dindi’: Along with our volunteers and staff our students also worked with 8 PMC schools. 19 students from the Hadapsar CLC actively participated in this event in the Kale Padal School in Hadapsar. The children were given orientation first and they were enthusiastically involved in creating awareness among the Warkaris and overseeing sanitation, cleanliness status and availability of water. The children were also coordinating with the DSS staff who in turn forwarded the queries to the ward offices. This was a great exposure for the children and apart from understanding the importance of cleanliness themselves, this was also a team building and leadership exercise. The children later on told us that they really felt great that the warkaris who are so senior in age than them actually listened to them, they started using the garbage bags to dispose the trash according to the children’s instructions and also appreciated the efforts of the kids.

- 4) **July 2016:** 46 children from the PF EACs visited the Indian Metereological training Department as a part of their exposure visit since the project topic of the month was Seasons. The children were given detailed information on the IMD services. Children also had a lot of doubts and got them cleared from the IMD staff.

- 5) **17th August 2016:** Hadapsar **CLC's** Exposure visit to a Scrap Shop. The children were shown how the scrap is dealt with at the scrap shops. 28 children went for this visit. Although they might have been to these shops before, this time they had a different perspective to look into: how the waste at home and old newspapers are recycled. This was a supporting activity to the monthly WaSH activity.
- 6) **14<sup>th</sup> August 2016:** About 84 ex-students gathered for the alumni meet '**Junya Athvanina Ujala**' organized by the DSS PF staff. These ex-students had been a part of our classrooms run at construction sites and CLCs since 1993. It was a moment of pride for the entire DSS staff to hear their ex-students speak about their success stories and share their experience at DSS.
- 7) **31<sup>st</sup> August 2016:** In continuation to the previous visit, 29 children were taken to Garbage recycle plant. Here they understood the importance of segregating waste, and recycling the waste. They had a lot of queries to ask and found the visit interesting. It summed up all the activities we were taking through the month under the WaSH initiative
- 8) **August 2016:** 59 children visited from Hadapsar cluster went to a petrol pump, were provided information about the pumps and how to identify if the petrol is adulterated or not.
- 9) **August 2016:** 38 children were taken to visit a fruit stall since the project topic of this month was Fruits. The fruit seller showed the kids rare fruits like the Dragon fruit, kiwi and passion fruit, the fruits they had never heard of. They were explained the benefits of consuming these fruits
- 10) **1<sup>st</sup> September 2016:** We wanted the children to start taking their own decisions, take leadership and improve their teamwork. We had an election activity at the CLC in which 138 children participated and 6 stood for elections. Since this month's project topic was Vegetables, the children who stood for the elections chose party names of vegetables for themselves. They then campaigned as those vegetables for a week preceding the election date. We put up a secret ballot system, children were there to ensure discipline at the booth and a few children were also a part of the vote counting committee along with the teachers. We also explained to them how the latest election machines with buttons work.
- 11) **2<sup>nd</sup> September:** The results of the election were declared, the roles and responsibilities of all the posts were discussed and decided. These were the roles and responsibilities for managing all the events/ activities conducted in the CLC in the coming days including Ganeshotsav.
- 12) **14<sup>th</sup> September 2016:** 17 children performed Lezim in the Spirit of Wipro Run: Pre-run event. It was an event the children thoroughly enjoyed.

13) **10<sup>th</sup> October 2016:** Simmi kumar and Garima Singh, art teachers from Delhi conducted art workshops for facilitating better learning through creativity for teachers and for kids to enhance their creativity. 27 children and 34 teachers attended this event. Door Step school already believes in holistic development of children and uses various tools to teach the children. But this workshop gave the teachers more ideas for developing teaching methods and tools.



14) **15<sup>th</sup> October 2016:** Lantern making/ Diwali party organised by funding partner Bitwise in collaboration with Social Seva insititute – who provided children with all the raw material and guidance for the activity. 43 children participated in this activity.



15) **24<sup>th</sup> October 2016:** 32 children from different sites participated in the Science demo competitions event organised by Wipro Cares.



16) **25<sup>th</sup> October 2016:** 35 children from various sites participated in Fort Making competition organized by Wipro cares on the occasion of Diwali.



- 17) **27th November 2016:** 34 young artists from Door Step School Community Learning Center, Shivaji Housing Society, Senapati Bapat Road, participated in a Wall Painting event organized by Pune Biennale Foundation, Pune Municipal Corporation and Jumbish.



- 18) **November to first week of January:** Annual Picnics of all clusters: Total of 1185 children were taken to annual picnics from all the clusters and CLCs.



- 19) Christmas wish tree/ secret Santa events conducted by different corporate companies. Also, New Years celebrations were done at almost all the centres.
- 20) In the week preceding Christmas, the below 3 contests were held at the Hadapsar CLC:
- i) Essay writing competition: 60 children participated. Keeping in line with December month's project the topics were related to birds.
  - ii) Drawing Contest: 82 children participated, topic for which was birds.
  - iii) **31<sup>st</sup> December 2016:** A Cooking Contest was conducted at the Hadapsar CLC. Children dished out their favourite recipes (Simple, no cooking). Interestingly, Shubham Das prepared a Pop Corn maker he used 3 tin cans, cut them into half, he put a candle in the lower part and put corns in the above one and tasty pop corns came out!
- 21) **11<sup>th</sup> January 2017:** 20 children from Shivaji Housing CLC participated in a carnival organized by Symbiosis School of Economics during their Summit on Sustainability of Social Inventions

- 22) **19<sup>th</sup> January 2017:** On Occasion of Rasta Suraksha Saptah, 26 children from the Hadapsar CLC were taken to the traffic Police Station ('वाहतक् शाखा')



- 23) **22<sup>nd</sup> January 2017:** Talhunt contest organized by Cognizant. 30 Children participated very enthusiastically in elocution, dance and other contests and also bagged the 'Discipline Award'

- 24) **11th February 2017:** Around 25 children from all three CLCs participated in the 'Inter NGO Sports Meet' organized by Concern India Foundation at Sanas Ground, Pune. Children took part in various individual and group athletic / sports activities. The CLC girls' team won second prize in Dodgeball. Parvati Mane (Photo below), 6<sup>th</sup> Standard from Vaiduwadi (Hadapsar) CLC won Silver Medal in 400m running.



- 25) **18th February 2017:** Voting Awareness Campaign in Hadapsar Vaiduwadi, by the CLC children. Ahead of the Municipal Corporation elections on 21st of February 2017, the children at DSS CLC in Hadapsar decided to create awareness among their own community about importance of voting. They prepared placards with slogans like 'Our vote is precious, we will not sell it'. Around 25 children took out this morning rally in Vaiduwadi Vasti in Hadapsar.

- 26) **25<sup>th</sup> February 2017:** The annual Science exhibition was organized on account of National Science day by QUEST and DSS teachers with commendable guidance and continuous support provided by Mrs. Malati Kelkar, Mrs Saguna Yelmar and the entire QUEST team. 180 children from most of the construction site centres of Door Step School enthusiastically participated in the event and confidently gave out information about their experiments and the underlying scientific concepts to all the guests who came to watch the exhibition. Apart from volunteers and guests from other NGOs, children and staff from nearby schools: Dr. Kalmadi Shamarao High School, Golwalkar Guruji School, Indira Gandhi School came to see the exhibition. A few glimpses of the exhibition:



27) **15<sup>th</sup> March 2017:** 19 children from Forest Clover County Site presented a play based on 'Environment Cleanliness' at BNY Mellon campus in Magarpatta. This play was a result of the volunteering activities conducted by BNY employees as a part of CSR.

28) **10<sup>th</sup> March 2017:** 10 girls from Mont Vert Avion presented a play on 'Save the girl child' in Wipro Premises at a program organized on occasion of Women's day.

29) **17<sup>th</sup> and 18<sup>th</sup> March 2017:** An exhibition was put together by the Hadapsar-Kharadi Cluster to showcase the way Project Foundation works. Children and teachers confidently explained how EACs at DSS are run. Below are a few glimpses of the exhibition:

#### **Parents Meetings:**

Parents play a very important role in their child's education. Hence raising awareness of parents through meetings happens every month. We normally conduct meetings in the third week of the month. For those parents who are unable to attend the meetings since both are probably working at the sites, we also visit their homes to appraise them of

their child’s progress and also to give them the information they might have missed at the meetings held at the centre. The topics of discussion are to ensure that their children are enrolled to schools, ensure that the children go to the schools and our centres regularly, attend PTA meetings or annual gatherings, etc at schools, inform us when they are planning to move to another site, get Transfer Certificates from schools if they are planning to migrate, to ensure that the children come back after vacations, tell them not to miss their children exams, appraise them about their child’s progress, encourage them to provide transport to the children, information about the seasonal or the ongoing diseases, awareness about child sexual abuse, and many other points.

As shared in our Future plan for this year, although we have always been conducting Parents meetings, this year our focus has been to increase the parent’s involvement in their child’s education. Although we have been taking the signatures of the staff who attended the Parents meetings at our EACs and CLCs every month, starting this year we started maintaining the records related to attendance and other parameters of each parents month on month. Across all the EACs, the total number of parents is 4330 of which 3343 parents (77%) have attended more than 80% meetings held at the centres. DSS has covered the rest of the parents every month through home visits.

Apart from the regular points covered in the meetings every year, our emphasis has been on the below indicators:

**1)Enrolment:** We have always been enrolling the children coming to our centres to the nearby Government schools. We are also empowering the parents by encouraging them to enrol their children to schools. In efforts to accomplish the same, we conducted a training in April-May for all our staff: Teachers, Supervisors and Coordinators on the Right to Education Act. Our Staff is spreading awareness amongst the parents about the clauses of the RTE act and thus encouraging enrolment by themselves. This gives the parents a sense of achievement and responsibility towards their child’s education right from the beginning of their child’s academic journey. This year we also kept the records which show how many parents enrolled their children to schools by themselves:

No of children enrolled by parents	Number of children enrolled by DSS Staff for PF	Total number of children enrolled
146	359	505
28% of the total enrolments were done by the parents themselves.		

2) **Transport:** Door Step School has been providing transport facilities to a lot of children using our own vehicles as well as private vehicles and public for bringing children to municipal schools and also for collecting them from different construction sites to one location for conducting classes. And for a lot of children who have been with us for a longer duration, we have provided transport for more than 2 years now. We believe that these parents are now seeing the results of educating the children can start taking the responsibility of their education and also contribute to their child’s education. Thus we are emphasizing on encouraging the parents to make provision for their child’s transport. Total no of parents who provided transport was 144 in 2016-17

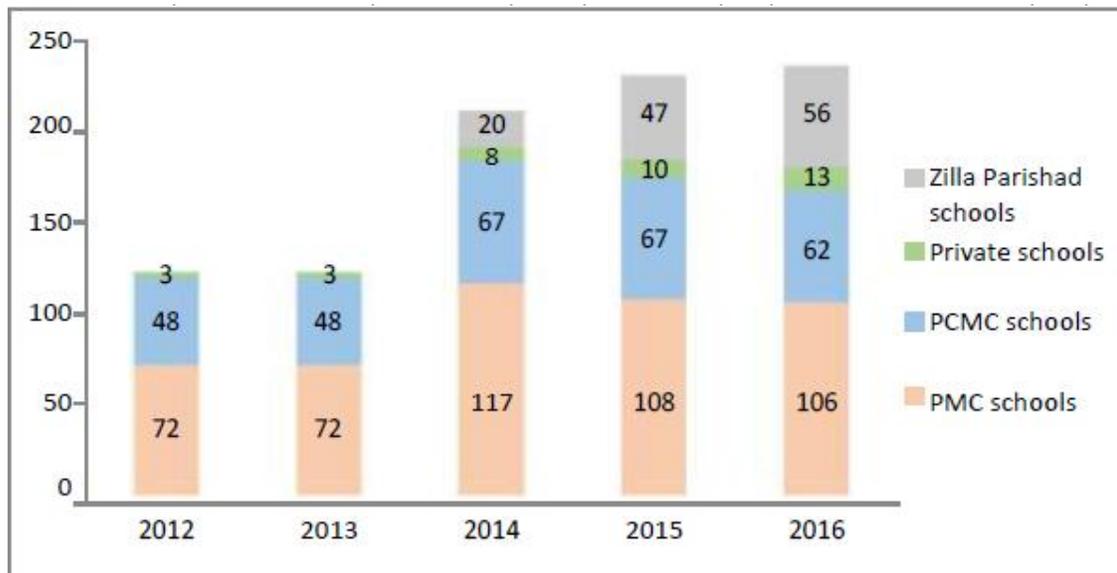
3) **PTA meetings:** The government schools conduct monthly PTA meetings. These meetings can help the parents understand their children’s progress better and help them understand the importance of education. However, since the parents are construction site workers and migrants, they are tied up with their work and besides do not consider these meetings important. In the first six months we emphasized on enrolment and transport of children. And in the coming months we will be encouraging them to attend the PTA meetings in schools. Number of parents who attended PTA meetings in schools in the last year is 313

4) We also encouraged the parents to collect their TCs from the schools before moving out from the sites. 80 parents collected the transfer certificates for their children.

*Feedback from Funding Partner:*  
 Mr. Satyajit Nath, coordinator for Asha for Education, Seattle Chapter who has been instrumental in connecting Door Step School with other CSR mentioned the below in his report review :  
 “Very nice to see, in the budget (for transport) and in the activity report, that DSS is getting parents more involved in the education of the children.”

**Part III : Project Grow with Books:**

This is a school intervention program mainly run in Municipal and Zilla Parishad schools. The children in these schools are under privileged and hence enrolling them is just the beginning. To help them continue learning in the school, the first step is to develop interest in reading.



*Note: Though there is increase in the total number of schools, the number of PMC and PCMC schools number has decreased due to decrease in the number of children in these schools. Hence we started working in ZP and semi-aided schools.*

We have also had the opportunity to work in the rural area due to this change.

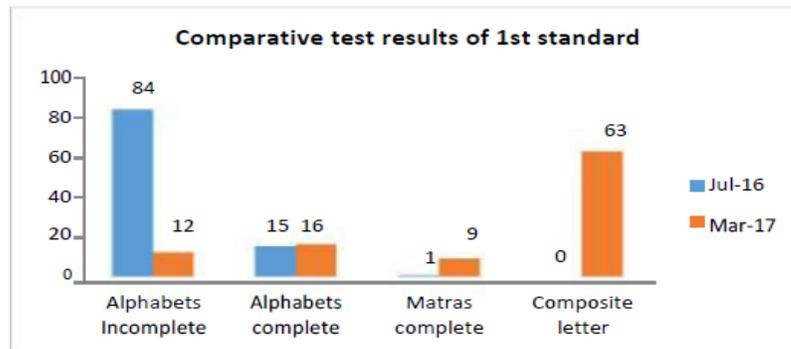
We are covering 57,641 children from 238 schools in 2016-17. This project has three main programs as below:

1. First Steps Forward(FSF): special sessions for 1<sup>st</sup> standard.
2. Reading Class Sessions: once a week 90-minute session for each class from 2<sup>nd</sup> to 4<sup>th</sup> standard.
3. Home Lending Library: children from standards 1<sup>st</sup> to 7<sup>th</sup> take books home to read.

### 1. First Steps Forward

These are special sessions conducted for the 1<sup>st</sup> standard students only. Our past experience and data show that when children are promoted to 2<sup>nd</sup> standard, only about 7-8% of them read at their standard appropriate level. This lag in their foundation year (if not addressed) gets carried over and increases as years progress.

First Steps Forward was introduced in 2011 with the objective **to enable 85% of the students to read their standard appropriate level provided they have class attendance of 80% or more**. Daily sessions of 45 minutes are conducted for the 1<sup>st</sup> standard children. The children are grouped according to their reading levels. Extensive use of teaching aids is made to give ample practice of the alphabets, words etc. Song and storytelling are also a part of this session



In 2016-17 9465 children from 1<sup>st</sup> standard were covered from 238 schools. 63% children can read their standard expected level.



*Learning with teaching aids*



*activities conducted in Fun Camp*

At the beginning of the academic year ‘Fun Activities’ are conducted in the 1st week after reopening of schools. It helps the children to settle down, start school in a fun way and develop bonding with the book fairy (classroom functionary).

Regular meetings are conducted with the Parents where we explain to them the way in which their children are learning. They are also given alphabet charts and shown how to use them to help their child. The book fairy regularly communicates with them regarding the progress of the child; guiding them about the ways they can participate in their child’s learning. Similarly, the siblings who are in the same school are also included in their younger brother’s / sister’s learning.

These parent-child or sibling pairs are constantly motivated by the book fairy and the ‘Best Pair’ is even rewarded with a small token at the end of the year. This year 74% children of the Parent Pair have reached their expected levels and 68% of the Sibling Pair have achieved success.

**2. Reading class (standards 2<sup>nd</sup> to 4<sup>th</sup> )**

These are 90 minute sessions conducted by our class room functionary called ‘**Book Fairy**’. Each class gets one such session once a week. The session consists of reading, vocabulary games, singing song, storytelling and sharing.

At the beginning of the session every child is given a book as per his/her reading level. The book fairy then goes to each child turn by turn and asks him/her to read at least 4 lines from the book given. This ‘read aloud’ session is to make sure that each child can read the book given to them. The vocabulary games are designed standard wise and are interactive. The song selected is generally sung by the book fairy and repeated by the children. The story telling uses mediums like reading, charts, puppets etc. In the sharing session, the children are encouraged to come forward and share a story, song or something that they have read. We could conduct 97% of the planned sessions. 27,147 children have been beneficiaries of these sessions. We have a book stock of more than 3 lakhs to cover more than 57,500 children from 1<sup>st</sup> to 7<sup>th</sup> standards. 44% children have read more than 25 books in the reading class sessions.

**3. Home Lending (standards 1<sup>st</sup> to 7<sup>th</sup> )**

The children are also given books home so as to further generate interest in reading. They are allowed to choose a book on their own. They are given a book every week that they are supposed to return in the next week.

Standard	Number of children who can read books	Number of children who take books	Number of books distributed
1 <sup>st</sup>	8226	8202	1,12,448
2 <sup>nd</sup>	9130	9096	1,59,687
3 <sup>rd</sup>	7540	7523	1,38,616
4 <sup>th</sup>	7805	7778	1,48,325
5 <sup>th</sup>	6719	6430	1,17,082
6 <sup>th</sup>	6625	6304	1,15,088
7 <sup>th</sup>	6641	6338	1,11,320
8 <sup>th</sup>	882	816	10,193
<b>Total</b>	<b>53,568</b>	<b>52,487</b>	

**Activities conducted under PGWB:**

- **Colouring Activity** - 1<sup>st</sup> standard children are given a colouring book which they keep with themselves throughout the year. One colouring activity is conducted every month. For standards 2<sup>nd</sup> to 4<sup>th</sup> the activity is conducted once in a year. 20,496 children participated.
- **Storytelling Competition** – Children from all standards are asked to tell a story which is either from the books that they have read in the sessions or have heard in the session. Three winners are selected from each class based on the criteria of loud/clear voice, use of expression, voice modulation etc. 25,933 children participated and 4670 children were selected as winners.  
**Reading Competition** – The children are asked to choose a reading level appropriate passage and read it in a loud voice, with proper pronunciation. 3 winners are selected from each class. 22,542 children participated and 3329 children were selected as winners.
- **Essay Competition** – This competition is conducted for standards 5<sup>th</sup> to 7<sup>th</sup>. Children are given topics and asked to write an essay. Topics like ‘Save Water’, ‘If roads spoke’, ‘If I became the Prime Minister’, ‘My Pune city’ etc were given. 6369 children participated and 1106 children were selected as winners.
- **Wall Magazine** – This is an activity where reading material is prepared by children for children. Children are given topics and are asked to collect articles, write ups, photos or their own writings on the topics. Some of the topics are based on numeracy. The collected material is then pasted on chart paper and then put up on class walls or corridor walls where children can read it. Children were asked to collect information on topics like ‘Favorite animal/bird’, ‘Shivaji Maharaj’, ‘Favorite Sport’ and ‘Pollution’ were given. Topics like ‘Famous Mathematicians’, ‘Weights and Measures’, ‘Geometric Shapes’ etc were given for numeracy.





Essay on 'Save Water'



Wall Magazine

- **Comprehension and Self Expression** – Children from standards 2<sup>nd</sup> to 4<sup>th</sup> are given one comprehension passage per month. Children from 2<sup>nd</sup> and 3<sup>rd</sup> standard are made to answer the questions verbally whereas the 4<sup>th</sup> standard children are asked to write the answers. The self-expression activity is also conducted once a month. Children are given a topic and they are asked to write their thoughts on it.

The thoughts can be in form of an article, an essay, few lines, a poem or a picture.

**Saptarishi** – This activity is conducted to help children learn composite letters. The children are given Composite letter practise books. There are 7 types of composite letters and when the child successfully completes one type he/she is awarded a star on their hand.

### Working with Model Schools

This year Shikshan Mandal has undertaken a project to establish 'Model School' among the selected PMC schools. They denied permission to let NGO's work in these schools. DSS was working in 13 of 15 Model schools. When we approached education department they directed us to the representative who were the implementing partners of this project. We met them to share our pedagogy and spoke about how this project can add value to their model. We were given permission to continue work in these schools with a condition that a similar project will be run in all the Model schools. Hence this project is run in all Model Schools.

### Bridge classes

“Bridge classes” activity is not part of PGWB, but while working in Mulshi and Maval at the behest of the school staff and the ZP officials we started conducting bridge classes. The need for bridge class also arose from the fact that many children are admitted to a certain standard as per their age, some of them are coming to school for the first time and need extra support; some are drop outs who have been re admitted. Currently we are conducting bridge classes in 35 ZP schools. 1042 children have benefited from this program. Bridge classes are run on similar lines of First Step forward sessions. It is conducted daily for 35 minutes. Children from 2<sup>nd</sup> to 4<sup>th</sup> standard who are not even at the reading level of 1<sup>st</sup> standard attend these sessions. 57% of children have achieved the target and graduated from these classes.

### Book Fair and Maths Fair

Book fairs were held in 6 locations this year. Children from 18 schools have visited these fairs. Book fairs are organised with the view to expose children to a wide variety and mediums of reading. Different stalls are put up that showcase about different newspapers, magazines, dictionaries & other rare publications, books, puppet shows, creative activity and small scientific experiments.

Some of these stalls are managed by the students. Children from nearby schools visit these fairs and enjoy the reading material displayed.



A similar exhibition was held on numeracy in 3 schools. Stalls were put up explaining basic principles like mathematical operations, measures and weights. A shop was set up where children could buy things based on the prices displayed and then write it as a word problem, puppet show telling the story of 'Zero'. All the stalls were interactive where children were handling the tools and performing the tasks.

### Other Initiatives

#### A. School Management Committee (SMC)

SMC is a compulsory body for government schools. The constitution of SMC is such that parents, teacher representative, school principal, student representatives, education specialist, community representative all come together for the betterment of the school. The parents constitute 75% of the committee. It is a highly effective tool which can bring about improvement in learning environment.

Door Step School is currently the only organization working with SMC's in urban area. We are working with 38 SMC's since 2014-15. Our baseline showed that more than 70% of SMC members were not aware of their roles and responsibilities; many did not even know that they were SMC members, more than 50% members did not attend SMC meetings.



In last 3 years, we held workshops where we explained to the SMC members their roles and responsibilities. Trainings were held on effective communication, how to identify problems etc. Our experience showed that the school officials had some reluctance in accepting SMC members, so we conducted a workshop only for the principals and teacher representatives of these 38 schools where we spoke about 'SMC an effective tool'. We also found that nearly 40% of the SMC members changed every year, so the new members had to be inducted. We helped them to draft complaint letters, take those letters to commissioner's office etc. This year we have taught them to register complaints online. In all 28 members have made 44 complaints and 27 of them have been resolved. This year we have also conducted a workshop on School Development Plan (SDP), after which we helped review SDP for some schools.

We also organised exposure visits for these members to schools that have functional SMC's in Maharashtra and Rajasthan. After visiting these schools some members were motivated and tried to implement certain practices in their own schools also.

## B. Children’s Group

Children’s Group is a forum for children to raise and discuss any issues/problems they face. DSS started establishing CG’s in 2014-15. Children from all standards were invited to be a part of this group. The major part of the 1<sup>st</sup> year of this program was spent in establishing the overall direction and conducting few initial sessions with the children. This period served as learning time for us and children as well. In the 2<sup>nd</sup> year along with capacity building of our staff, we conducted trainings for the children on “Child rights”. Later we designed various activity modules for children concerning child rights, problem identification/resolution, leadership, team work etc.



Then we reproduced these modules in form of a booklets to be shared with any other organization to start similar program. Since then our children have learnt to discuss issues, find solutions. Some of our children managed to write & present street play at Pune International Literary Fest 2016. Around 60 of these children have been nominated as children’s representatives on SMC’s. They are now being trained to become ‘Child Champions’.

This year during the ‘Child Rights Week’ the street play was performed in 14 schools by these children.

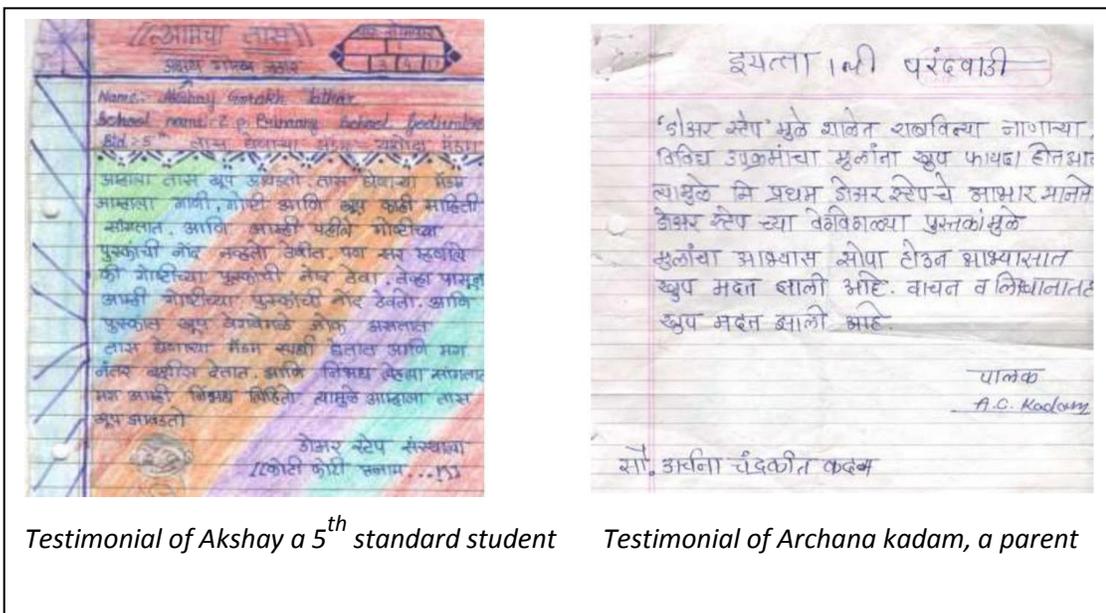
### Special Mentions & Testimonials:

We were approached by Deputy Education Officer(DEO) who set up meetings between PMC school staff and DSS book fairies in various wards. Discussions were done on attendance of students, reading levels of students etc. Book fairies were also asked to give inputs along with the teachers. The DEO applauded the sincerity of the DSS book fairies and their knowledge about their students. She appreciated the DSS teaching aids and the meticulous data kept by DSS. The DEO also appreciated the monitoring process of DSS and has shown interest in designing a process on similar lines for PMC school teachers. In all the meetings, she stressed on the necessity of the school teachers and DSS staff working together to achieve better results.

Reena Varma, a class 1 student comes to school with her brother Ajay Varma. Reena was never seen in the 1<sup>st</sup> standard, hence the book fairy enquired about her to the teacher. The teacher answered that Reena sits with her brother in 2<sup>nd</sup> standard.

The book fairy then spoke with Ajay and they came to know that the children did not have a father and their mother work. Reena was so used to staying with her brother that she refused to sit in her own class. The book fairy then spoke to her about the activities that are conducted in the class. She spoke about games, songs, story etc. The book fairy then assured Reena that Ajay would visit her in the class.

Little at a time Reena started sitting in the 1<sup>st</sup> standard sessions. She started taking interest in various activities. Ajay used to drop in to see her. The book fairy then made them a part of the ‘Sibling Pair’ activity. This helped Reena to achieve her standard appropriate level at the end of the academic year and the ‘Sibling Pair’ was appreciated with a token.



Testimonial of Akshay a 5<sup>th</sup> standard student

Testimonial of Archana kadam, a parent

Gauri Lokre a standard 2 student, was an overly active child who did not sit in one place, fought with her classmates, did not listen to the teacher nor the book fairy.

She was very enthusiastic to participate in all the activities but the teachers did not allow her to take part due to her behavior. The book fairy spoke to Gauri's mother and asked for her help. She also spoke with the teacher about how they could involve Gauri in the activities. All of them cooperated with the book fairy and as a result Gauri slowly started listening to the teacher and the book fairy. She started showing little patience, she also gave less trouble to the teacher and her classmates.

Gauri participated in the Storytelling Competition.

### **GWB with other organizations**

The model of Project Grow with Books has been accepted by organizations in Pune, Tamilnadu and Burkina Faso (in Africa).

This year we helped below two organizations to take up Grow with Books program.

- a. **Community Aid and Sponsorship Program:** The organization approached us for implementing this project in their intervention area. Their staff had visited DSS and studied the program. We are currently helping CASP by sharing our pedagogy, teaching aids, books and other reading material. DSS is also enabling CASP by conducting trainings for implementation and monitoring of the program. Hand holding is done by reviewing and analyzing their data and suggesting any changes as necessary.

Feedback from Dr Anil Paranjape, Executive Director, CASP

To begin with let me say that we are deeply appreciative of the training and support that DSS has provided us to implement a programme of remedial education. In the working philosophy I have noted the following features which I hope to bring to CASP too -

1. Planning - I am impressed with how carefully everything is planned and mapped out at the beginning of the year.
2. Time Management - Even further than planning is the ability to fit additional tasks into the schedule even while keeping up with your commitments.
3. Training - The training that was provided was practical and participatory. All the faculty members are very capable.
4. Teaching tools - that have been developed are imaginative and useful. They have been appreciated by ZP teachers and I suggest that DSS make attempts to have them included in the education programmes and syllabus for courses for teachers.
5. Support and feedback from faculty and supervisors - has always been very supportive.

Finally we at CASP look forward to collaborating further.

- b. **Shashwat:** This is a ashram shala which expressed interest in conducting Grow with Books in their classes. DSS representatives visited the school, observed the children and then suggested a module which suited their children. DSS trained their teachers for conducting these sessions. They were given all the required material to start the program. Regular monitoring visits were made by DSS team to the school so as to review the progress of sessions and to solve any difficulties faced.
- c. **READ network:** It is network of 5 NGO's that have adopted the reading class model. An educational fair called 'Chala Vachan Ranjak Banvuya' (Lets make Reading interesting) was held in Kamshet. This was based on the concept of reading, tools for reading and various reading material. Each NGO selected a topic and displayed it on their stall. School teachers, anganwadi workers and other officials visited the fair.

### New initiatives

- **BMM Marathi schools** – Sunanda Tumne a well-wisher of DSS had visited Pune to look for some teaching aids for the BMM Marathi schools in USA. When she saw the kits used by DSS staff, she was very impressed with them and decided to use them for BMM Marathi schools. On their request, instead of the handmade version we prepared durable printed version. Since then we have sent 15 such kits to BMM Marathi schools in USA. We have also sent a similar kit to Australia.
- **PMC Shikshanmandal** – The teaching tools used by DSS book fairies in Grow with Books program yielded excellent results. The Deputy Education Officer called for meetings of PMC school teachers and the book fairies to discuss about the kind of teaching aids that can be used for the progress of the children. Looking at the results that the tools were giving, the education officer suggested that the school teachers make similar tools or buy them from DSS. The price being very affordable the teachers chose to buy the teaching aids. 190 number of teaching aid bags have been purchased by PMC, PCMC and other schools.
- **Shikshanachi Wari** – Sarva Shiksha Abhiyaan holds a yearly education fair where various schools display any innovative approach they have taken or any new tools that they have used. Teachers from all over Maharashtra are invited for this fair. This year the fair was divided in 3 places, Pune, Nagpur and Aurangabad.  

DSS was asked to display all its publications along with the teaching tools as a partner NGO working in PMC schools. The Pune exhibition was held in Balewadi. In Nagpur & Aurangabad though DSS representatives could not be present, the Shikshan Mandal representatives took the material and displayed.
- **Shikshanotsav** – A similar exhibition was organised only for Pune municipal Schools. Few partner NGO's like DSS were asked to put up stalls. We had displayed the books and teaching tools published by us. This exhibition was held in Kharadi.

## Part IV

### Every Child Counts – A Citizens Campaign:

Triggered by a call for action on the slow global progress on the **UN Millennium development Goal of "Universal elementary education for all by 2015"**, Door Step School launched [-EVERY CHILD COUNTS - a Citizens' Campaign \(ECC\)](#) in Nov 2011. The objective of the campaign was to ensure that every child is in school at the right age of 6-7 years, thereby increasing the chance of his/ her continuing and completing 4 years of primary education by 2015.

This campaign was conceived and designed as a CITIZENS' CAMPAIGN that requires the active participation of volunteers to reach the "highly marginalized" children living on construction sites, roadside dwellings, unauthorized slums who are migrant in nature and therefore often deprived of their Right to Education and enrol them into main stream Schools.

It is aligned with the UN Millennium development Goal of "Universal Elementary Education for all by 2015". This year it has been extended up to 2018.

Through this campaign, over 9000 children have been enrolled in Government schools in Pune city and surrounding areas from the year 2012 to 2017 through citizens' participation. These children would have otherwise remained deprived of education, with no exposure and access to Education. According to a recent UNESCO report, around 17.7 million children in India are Out-Of-School, due to migration for financial need. This results in non-enrolment and disruption of schooling of these children. This Campaign addresses several broader social challenges and aims at:-

- Educational inclusion of most marginalised migrant children under the Right to Education (RTE) framework.
- Universal Elementary Education for all under the Millennium Development Goals and going forward: Goal no 2: Achieve Universal Primary Education.
- Prevention of child labour by enrolment of children from vulnerable groups at the right age.

#### Goals and reach of campaign in the year 2016-17

The campaign aimed to reach 2 more Tehsils – Mulshi and Haveli for identifying and understanding the issues of out-of-school children in rural parts. We observed that as compared to the geographic area covered, the number of out-of-school children is less in these rural parts.

The aim was to cover 100% area for out-of-school children and enrol minimum 2200 children into mainstream schools; it was achieved through identification of 4314 out-of-school children and enrolment of 2936 children, thus bringing them in mainstream education.

For the continuation of the education of these children, we aimed to increase the participation from their parents in enrolment process and worked accordingly. As a result, 53% parents got involved in the school enrolment process of their children.

To increase the visibility and cooperation from government school, the campaign aimed to increase liaisoning with Government which was partially achieved through presenting ECC work in Education Department meetings regularly. **New Initiatives under ECC campaign:**

1. **Data automation:** With increased reach, it's equally important to use the data for quick and accurate analysis. For the same, we moved from paper based data collection to mobile data collection through open source Android apps. We can see the Map and analyse the data using the web interface for reports. This saves time required for data entry. Also it has enabled us to check and analyze field data run time. We are looking to use the tools for data validation and better visualization of the collected field data.
  
2. **ECC Helpline:** ECC campaign has launched a Helpline number, which will help citizens to report about out-of-school children. Citizens can inform about out-of-school children found in his / her area on the **Helpline – 098600 08070**. The helpline number also was used by citizen groups in other cities for replicating ECC campaign in their cities.
  
3. **ECC Expansion:** ECC is a citizens’ campaign and works on a model which is easy to replicate. So a new initiative was taken up this year to take ECC to rest of Maharashtra and other states as well through other NGO’s, corporates and volunteer groups.
  
4. **ECC Platform:** Challenges in collecting, maintaining, and analyzing data coming through campaign partners from multiple locations across the country were foreseen at that time. Therefore, need of a centralized online platform was identified for efficient campaign data management.

ECC - Summary of reach and key activities

This year 2936 children were enrolled into mainstream schools through Every Child Counts Campaign.

	PMC	PCMC	Outer Pune	Total
Sites / Locations Surveyed	876	1183	1325	3384
No. of out-of-school children identified	1065	1539	1845	4449
Children benefited by Prep camp/ study Class	310	411	346	1067
Parents Meetings/ Participants	122/1877	191/2847	178/2882	491/7606
Children Enrolled	783	1156	997	2936
Schools Enrolled in	86	89	124	299
School Transport Arranged	124	315	48	487

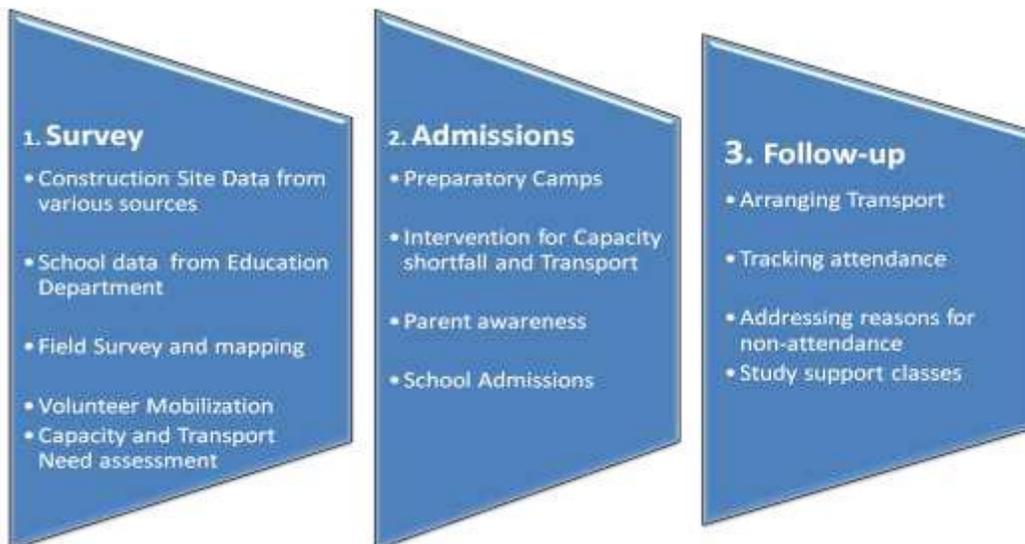
## Geographic Coverage



The campaign currently covers the entire PMC, PCMC and outer Pune. This year we decided to cover complete Haveli and Mulshi tehsils to understand the situation of out-of-school children in adjacent rural areas.

### **Key activities and impact**

The campaign methodology is a 3 stage approach, with Citizen Involvement in grass root level activities at all stages.



**a) Stage 1- Survey:** Systematic survey of each and every street in the city to cover Construction sites "in progress", temporary settlements, semi-permanent settlements to determine the presence of labour camps and children who are in the 6-7 year group. The next step is to map each site to the nearest school based on the list of schools/ map location of the school obtained from school authorities. Here's a snapshot of sites surveyed in the year 2016-17:

Brick Kiln	Construction Sites	Permanent Slum	Society	Temporary Slum	Total
325	2488	289	46	236	3384

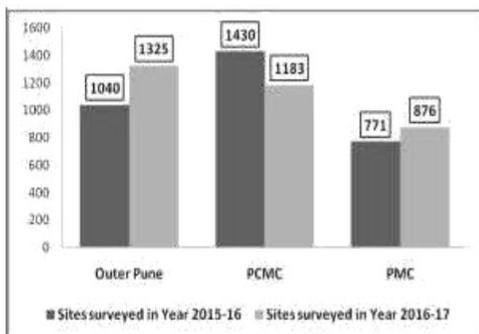
Below table shows the type of site-wise number of out-of-school children identified:

Type of Site	No. of Sites	No. of 6-8 year old children	No. of 8+ year old children
Brick Kiln	325	252	163
Construction Sites	2488	1832	1146
Permanent Slum	289	232	132
Society	46	26	13
Temporary Slum	236	379	274
<b>Total</b>	<b>3384</b>	<b>2721</b>	<b>1728</b>

1368 / 3384 (40%) sites had out-of-school children. 41% sites (1394/3384) were closed or had no labour camp or out-of-school children. Remaining sites had other NGO's working or children were already going to school from these locations.

This graph depicts year-on-year comparison of area-wise sites surveyed.

Note: In PCMC area, Ward no. 54 (complete) and ward no. 53 (partial) is covered under PPCE program. So there is less number of sites reported in PCMC as compared to last year.



This graph depicts year-on-year comparison of area-wise sites surveyed.

Note: In PCMC area, Ward no. 54 (complete) and ward no. 53 (partial) is covered under PPCE program. So there is less number of sites reported in PCMC as compared to last year.

**Preparatory Camps:**

Wherever children and parents have no exposure to the concept of schooling, the team starts "**Preparatory camps**" for the children. A temporary classroom is setup in a tent or a room provided by builders or hired and children are introduced to the idea of schooling and learning. This is to prepare the children to the idea of formal schooling.

<b>No. of Preparatory camps run</b>	<b>17</b>
<b>No. of children covered</b>	327
<b>No. of children enrolled</b>	65

The distance from schools and the presence of large highways on way to school often pose a barrier for children to make it to school. Though education is free under the Right to Education act, school transport is not. So assessment of need for transport is important at such sites, which is done in this stage.

**b) Stage 2 - Enrollment and support**

Parent awareness sessions are conducted at various sites to increase awareness of parents about importance of education for their children and RTE provisions for enrolment of their children.

<b>Area</b>	<b>No. of Parent meetings at sites</b>	<b>No. of Parent meetings in school</b>	<b>No. of Parents Reached</b>
<b>PMC</b>	106	16	1877
<b>PCMC</b>	165	26	2847
<b>Outer Pune</b>	161	17	2882
<b>Total</b>	<b>432</b>	<b>59</b>	<b>7606</b>

\*We conduct multiple meetings at sites and so some parents are reached multiple times.

The topics for these parents meetings are:

1. Importance of education and RTE
2. Importance of regular school attendance and school continuity
3. School formalities on migration
4. Health and Hygiene – importance of good habits
5. Child sexual abuse

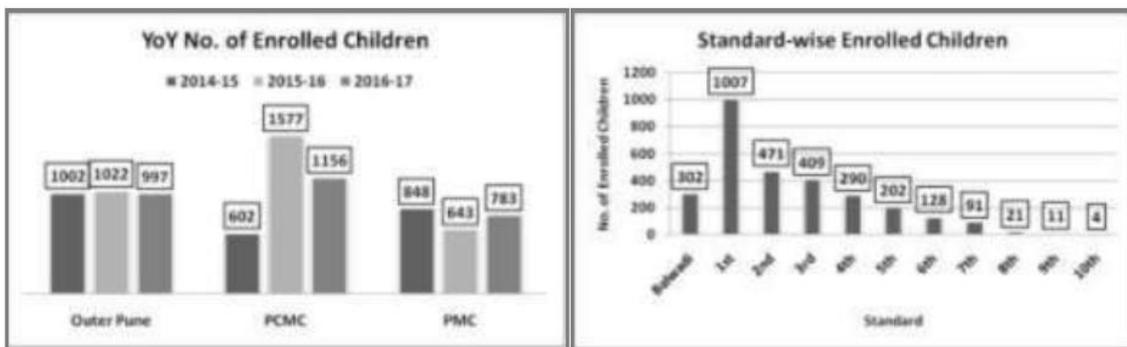
Sites with children identified during the survey phase are revisited before the start of the enrolment period June-July and parents are encouraged to visit the schools by themselves to enroll their children. A simple identity card called "**My Card**", carrying

details of the children and the name of the school is given to the parents to help them provide the required details to the school. Wherever school transport is absolutely essential, such transport is arranged. Sometimes escorts are arranged to help the children walk to school safely.

The enrolment of the out-of-school children identified in survey phase was started in June-2016 with the start of new academic session. The team coordinated with parents, schools and volunteers in order to streamline the enrolment process.

This year, 2936 children were enrolled into 299 mainstream schools from 668 sites from PMC, PCMC and Outer areas.

Area	No. of Children Enrolled	No. of Sites Children Enrolled from	No. of Schools Children Enrolled in
Outer Pune	997	229	124
PCMC	1156	265	89
PMC	783	174	86
<b>Total</b>	<b>2936</b>	<b>668</b>	<b>299</b>



This year, our focus was to motivate parents for enrolment of their children and we took efforts for the same through multiple meetings with them. As a result, 53% enrolment was done by parents themselves or with little support from ECC team. Remaining 47% children were enrolled by ECC team along-with other stakeholders like school staff, volunteers and builders. Last year only 13% parents had enrolled their children by themselves in school. With focused efforts, we could increase this to 53%.

Distance from the school is a major challenge faced by children while enrolment and their continuity in school. 1879/2936 (64%) children walk to their school. In Outer Pune areas, most children walk to school. In PMC and PCMC areas, due to busy roads and distance from school, the children need support in reaching to the school. Parents had taken responsibility for transport for 233 children while DSS provided transport to 487 children. Some schools had undertaken responsibility of transport. "**Vidya Valley**" is a private school which has been allowing us the use of their school buses in some areas to support the transport of nearly 100 children for the last 3 years.

The Right to Education act spells free and compulsory education for all. It also insists on age-appropriate enrolment. This year under ECC campaign, 669 children enrolled in 1<sup>st</sup> standard, were going to school for the first time while 989 children enrolled in 1<sup>st</sup> standard had been to school earlier.

263 children from 2<sup>nd</sup> and higher standards were enrolled under age-appropriate enrolment clause under RTE. Remaining children had been to school earlier and were not going to school due to non-availability of information and education not being their parents' priority.

The children need support in their studies, mainly due to age-appropriate enrolment and lack of child friendly environment at home for studies. To support the children in their studies, the team conducted 22 support classes covering 740 children.

These classes were run at sites or in schools based on time and space availability.

Type of site	No. of Support Classes Run	No. of Children Covered
Brick-Kiln	3	96
Construction Site	8	188
Permanent Slum	1	21
School	9	414
Temporary Slum	1	21
<b>Total</b>	<b>22</b>	<b>740</b>

35 children have completed the class by reaching expected level while 453 children still continued in these classes.

While the team was able to enrol to 2936 children to mainstream schools, 266 children from 62 sites were still not enrolled into schools. These children were not enrolled because of: children taking care of younger siblings and household work, children and parents not interested, builders, brick-kiln owners not cooperative. The team is working with them on resolving some of these issues and hopefully some of them will be enrolled into school in next academic year.

### c) Stage 3 - Follow -up

The follow-up of school enrolled children is done so as to understand and address the barriers to their school continuity. Many times the children have to move suddenly along with their parents. Hence tracking of these children and their school continuity at new place is important.

The follow-up of enrolled children is done by site and school visits every month. 1629/2936 (55%) children enrolled in 2016-17 are continuing their school education, while 405 children have dropped out of school for various reasons. 902 children have migrated to other locations.

The team also followed up the children enrolled in the year 2015-16. 1041 of 3242 children enrolled in last year are still continuing their education. This is very encouraging and the team is taking efforts to increase continuity of children in school.

Children drop-out of school for various reasons. The table below lists reason-wise drop-out children details:

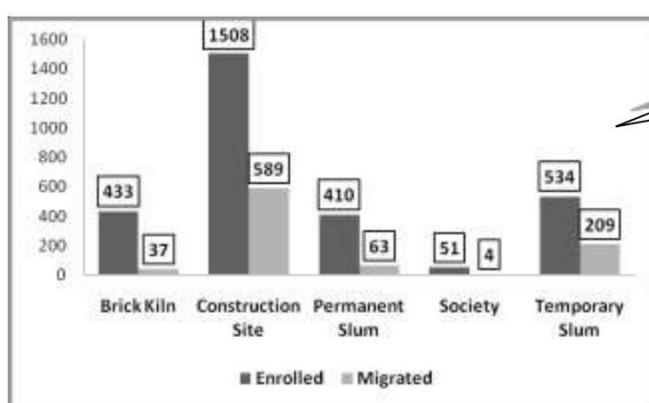
Reason for Drop-out	No. of Sites	No. of Children
Parents/Children not interested	93	265
Children help parents at Brick-kiln	10	25
Younger Children	16	23
School is far	8	13
Take care of younger siblings or household work	9	9
Parents change place frequently	4	6
Other NGO working	1	4
Builder not ready	1	3
Children go to religious school	1	22
Other	17	35
<b>Total</b>	<b>160</b>	<b>405</b>

The team is working with drop-out children to encourage them to resuming in school. 89 drop-out children from 7 sites are being covered through classes run by teachers and volunteers who are working with them for motivating them to go to school again.

The team followed up with 516 migrated children to understand if they are continuing their education at new location.

<b>No. of children tracked and continuing school</b>	<b>376</b>
<b>No. of Children tracked and not continuing school</b>	140
<b>No. of children not tracked</b>	386

386 migrated children were not tracked due to incorrect contact details or change in contact details.



**Type of Site wise Migration**

**Details**

Quick and highest migration (80%) is observed among construction labors and temporary slums. The construction workers move to another location for search of work once work at site is over. People from temporary slums have traditional occupations like fortune telling, selling Ayurvedic medicines etc. They keep moving to new places in search of work and move to native places for festivals. Though during follow-up time migration from brick-kilns is less (8%), it will increase by the month of

May. The brick-kilns usually operate from October to April every year. The workers then migrate to their native places during monsoon.

Below is continuity of children in school:

Duration	No. of Children
Less than 1 month	119
1-3 months	1070
4-6 months	703
6+ months	1044
<b>Total</b>	<b>2936</b>

### Stakeholder Involvement:

#### A. Community involvement (Parents)

The schooling of children is completely dependent on their parents’ willingness and determination. This year we made more systematic and planned efforts to reach the community and increase parents’ involvement into school enrolment process. The team encouraged the parents to take the complete responsibility of their children’s enrolment. “Shikshan mitra” was identified at many locations who take the responsibility of encouraging parents and children for continuity of their education. She/He also talk to new parents at site and convince them for enrolment of their children in school.

Area	Number of Shikshan Mitra
Outer Pune	31
PCMC	16
PMC	19
<b>Total</b>	<b>66</b>

#### B. Builders, Brick Kiln Owners

Many parents work at construction sites and some are seasonal migrant labours like Brick-kiln workers. We work with builders and brick-kiln owners and make them aware about the importance of children education. At some places, we now see positive changes in site officers/site in charge. Some of them are taking the parents and their children at their sites to school for enrolment while some have taken financial responsibility of school transport. Some brick-kiln owners have provided space for running support classes for children. But there is need for focused work with the builder community so these changes are widespread and are sustained.

#### C. Volunteers and citizens

Citizen volunteers are an important part of this program, with many groups taking ownership of localities and raising funds and finding ways for school transport. In 2016-17, 12 corporate organizations contributed through volunteer participation in

surveys, school enrollment, and parent awareness meetings/activities. Entire year, 200+ volunteers participated in various activities. Door Step School would like to thank all these Organizations and individual volunteers for their contribution.

Area	No. of Volunteers	No. of Hours Contributed
Outer Pune	21	157
PCMC	197	800
PMC	90	330

Mr. Ajay Dasgupta from “The Kahani Project” is one of the most active and enthusiastic volunteers in ECC program. He is always willing to help ECC team where it is difficult to convince parents. He holds their interest with his story telling skills. He tells story in such a way that even passer-by stops and listens to his story. He has tact to reach people and connect with them. In every community where we find difficulty he helped us and we could convince the parents.

Another dedicated volunteer Ms. Rajlakshmi. Some construction work was going on near her residential area. She noticed that few children from labour camp were roaming around. Feeling concerned and disturbed she went to the labour camp. On enquiring about their parents, she understood that the parents go for work and children move around in the community. She then offered to teach them and started teaching them in an open space in the community. Ms. Rajlakshmi spotted three children of school going age; she took the initiative and coordinated with ECC team. ECC team with the support of Ms. Rajlakshmi conducted parents meeting and convinced the parents to enroll the children. She tries to motivate her acquaintances, now two of her friends have volunteered for the cause. She takes initiatives to collect educational material for children from her society members. She is very enthusiastic and helpful.

There are few more volunteers whom we would like to thank for their support and contribution like Mr. Bharat Patil sir. He does puppet shows on site on various social issues. Ms. Asha Mirakhur does teaching in Boradewadi ZP School. These are our committed volunteers and their efforts help us in reaching out-of-school children.

Many more volunteers join our team in celebration of various events with the parents and children in the community, celebrations like Diwali, Christmas, Children’s day, Republic day, Independence Day, Teachers day etc.

#### **D. Government and school staff**

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

meetings by encouraging the parents of children enrolled under this program to attend the parent meetings at schools regularly.

This year we presented and discussed the program and the issue of out-of-school children in meeting of school principals in Haveli Tehsil. This resulted in increased cooperation from the school in enrolment of these children.

### **Program Visibility:**

We work with Sangam – WAGGGS center and their volunteers help many ways. This year Sangam had organized OB-PS event in Pune. We presented ECC work at this event and it gave us good exposure and visibility.

Bhartiya Chhatra Sansad (A national level event of youth gathering) – 3 days annual national conclave was conducted in Pune this year. Door Step School was a part of BCS Youth Connect where we had an opportunity to interact with the young minds and know their ideas and understanding of social issues.

IIT Bombay - We also participated in panel discussion at Social Festival of Abhyuday - an IIT Bombay students' body. We presented Door Step School model from social entrepreneurship perspective and interacted with students and faculty from IIT Bombay.

### **Strengthening the bond**

We conducted a get-together of children who are enrolled under ECC program and continuing school for last 3 years. Their parents shared their experiences and we felicitated them for their commitment towards their children's education. Total 125 children and 80 parents attended these events.

### **ECC Expansion**

#### **A. Background**

All developing cities in India are witnessing substantial rise in industries and infrastructural projects, which demand skilled and unskilled labour on a very large scale. People from small towns and villages are migrating to developing cities in search of employment. All these cities are facing similar issues of accommodating the migrating population - the labourers and their families, including children. Due to their nature of work, the families have to keep shifting their base from one location to another, within or across cities. In the entire struggle for survival, education of the children is often sacrificed. The

Right of Children To Free and Compulsory Education Act (2009) is applicable across all schools in India, which can help mitigate the above risks if implemented in an effective manner. Thus, huge need and scope for expansion of a citizens' campaign like 'Every Child Counts' could be identified across developing cities.

During the year 2016-17, Door Step School decided to expand the reach of ECC campaign by connecting with volunteer groups and NGOs in other cities. We offered training and monitoring support, guidance in preparing and using innovative teaching tools, insights on community-level issues, and methods of pulling in other resources, with objective of bringing more out-of-school children into main stream of formal

education. The expansion programme was implemented in two ways: proactive and reactive.

## **B. Efforts Taken for ECC Expansion**

Under proactive way of implementation, we tried to identify and approach NGOs and groups working in education or related fields in other cities of Maharashtra. The plan was to involve local stakeholders like NGOs, industries, schools, citizens, and government authorities towards survey and enrollment of out-of-school children in the concerned cities. We explored contacts of NGOs, activists, and political leaders through personal references and searching through internet.

In June 2016, we approached Mr. Heramb Kulkarni, who is an activist working for migrant out-of-school children in Maharashtra. Mr. Kulkarni shared contact details of various NGOs and activists working in cities like Aurangabad, Nagpur, Jalgaon, Malegaon, Amravati, Beed, Nanded, Ahmednagar, Dhule, Kolhapur, etc. We contacted the persons and discussed the status of out-of-school children in their cities, as well as possibility of launching a citizens' campaign on the lines of Every Child Counts campaign being run in Pune.

We offered knowledge and training support to initiate such a campaign there. We received almost similar response from all the contacted NGOs / persons. It was observed that the NGOs already had their focus areas defined, and were short on resources and funds to spare on new projects. Most of them were seen more interested in running non-formal non-governmental projects / schools instead of facilitating admissions to government schools under RTE Act. Even participation of local citizens was termed doubtful by all of them, due to their prior experience or lack of experience in this type of activity.

We were approached by office of the Member of Parliament, Mr. Raju Shetti, for possible partnership in educational projects. The challenges in working with out-of-school children and need of citizens' campaign like ECC were discussed with the MP. Mr. Shetti was requested to mobilize party workers / supporters in Pune and other cities of Maharashtra, towards ECC campaign activities like survey and enrollments. However, we did not receive an encouraging response on this and eventually had to drop the idea of collaborating with the party.

In July 2016, a volunteer group from Bengaluru, Karnataka approached us for guidance in helping out-of-school children there. We shared ECC campaign methodology and volunteer toolkit, with help of which they launched the campaign in Bengaluru. Mr. Ranjit Pillai represented the group of volunteers who were working with IT companies in the city. They decided to run an awareness and enrollment drive under ECC, in one location of Bengaluru. Haralur road, bordering the HSR Layout, Hosur Road, and Sarjapur Road, which has been witnessing a boom in construction activities, was selected as the pilot location. Enrolling out-of-school children into two government schools on Haralur Road was primary objective of the campaign. With help of ECC volunteer kit and through knowledge support from local NGO, Gubbachi, the volunteers conducted the survey on weekends. Around 50 children of 6 to 10 years were identified in approx.. one square kilometer area. The labourers were mostly from

North Karnataka and West Bengal. Most of the parents were willing to send their children to school, provided some of the concerns were met. These included a safe transport to the school, a day-care center for their younger siblings, and mitigating unsafe conditions in the schools.

To understand the situation of out-of-school children in other cities, we decided to survey the Panvel and Navi Mumbai area which are developing fast. To start with, we found out about the construction density in these areas which helped in deciding the boundaries and baseline for the planned survey by plotting these sites on the area maps. Equipped with this information, our team visited these areas and surveyed the same for out-of-school children. They also interacted with the people at construction sites. They identified a few vasti's and tried to understand about the education of the children in these vasti's. We surveyed 33 sites in the area and identified 156 children from 18 sites. Majority of these children are younger (< 5 year old). We observed that 9 sites had school going age children and children from 4 of these 9 sites are already going to school. The team identified 2 vasti's as well. Children from 1 vast are already attending the school. People from other vasti had recently moved in the area and had plans to send their children to school. Thus, as we observed very few out-of-school children in these areas, there is less scope of work in this area.



## ECC Platform

### A Background

The Every Child Counts campaign was designed to be run independently by citizen volunteers, after initial handholding and orientation by Door Step School staff. Since its launch in 2011, we have seen many individual and groups of volunteers participating in the campaign activities like survey and enrollment of children at various locations in Pune and Pimpri-Chinchwad cities. With this support, ECC team has been able to reach out to more than 2,500 out-of-school children every year. There was a need to develop a single platform where Door Step School, other NGOs and volunteer groups from other developing cities could have access to a common database.

## **B The Platform**

With help of volunteers from our funding partners like Wipro and with efforts of development team from Earnest HR Solutions, an online software platform was created to streamline the data collection and data maintenance tasks for ECC. It was made available through the website <http://ecc.doorstepschool.org>, which was supposed to facilitate data reporting by volunteers and campaign partners from Pune and other cities across the country.

### **The Workflow**

Three levels of users were created on the ECC Platform - Super Admin, Organization Admin, and Volunteer. Administrative tasks like adding new cities and projects, assigning roles to partner NGOs and volunteers, and reporting format controls were kept with the Super Admin. The Organization Admin could create projects under their geographical area and create logins for individual volunteers. The Org Admin could also assign a Volunteer to a project. A Volunteer would log in to the platform with their individual login credentials. The Volunteer could add information of out-of-school children found during surveys. Details like name of child, location, parents' information, age, etc. could be submitted by the Volunteer. The list of submitted children would be verified and approved / rejected by the Org Admin. The Volunteer could then keep updating progress with the child, such as school admission, learning levels, attendance, and other issues. Reports could be generated based on data reported about children and projects, by volunteers and admins respectively.

### **Challenges Observed**

- Since its launch in 2011, the ECC campaign was taken up by only one NGO other than Door Step School. Therefore, we had to relook at the assumption of having multiple campaign partners from other cities.
- Even the only campaign partner from other city did not show much interest in submitting their data in a centralized data collection system. Instead, they went on to develop their own mobile application for survey of out-of-school children in their city.
- Individual and groups of volunteers participated in campaign activities intermittently even within Pune. The platform was built assuming regular participation by the volunteers, playing the role of mentors of children identified through survey. The functionality of ECC Platform was changed numerous times to match these requirements, thus delaying its launch.
- Potential users of the Platform were expected to be volunteers with some IT background or exposure. With little experience of and limited access to technology, Door Step School field staff was found to be less competent to use an online platform for reporting or managing their data. Hence, the Platform could not be used internally by the campaign team.

- The campaign data is currently being managed well through generic software applications like Microsoft Excel and Access. The team is found to be comfortable with using this technology instead of some proprietary software applications which expects more skilled users.

Considering the differences between assumptions and facts about functioning of the campaign, it was decided to suspend further development of ECC Platform until sufficient progress is observed in resources or in requirements of the project.

## Part V

### Parents Participation in Children's Education:

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

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

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

The program was pilot run in Kondhwa-Mohammadwadi area of PMC during the period of 2013-2016. In the last year of program in Year 2016, 700 enrolled children were continuing their schooling. The follow-up of these children was done twice during the year 2016-2017 to assess the impact. 414 of these 700 children are still continuing their education in Pune which is a positive result of 3 years' work done with the parents.

### Geographic Coverage

Under PPCE program, we are currently covering Hinjewadi, Wagholi and Baner-Balewadi areas. This is 2<sup>nd</sup> year of PPCE in Hinjewadi and Wagholi area. The program was started in Baner-Balwadi area this year.

## Program Methodology

The program methodology defines year-wise focus of work to be done with parents.



**Year 1:** The focus of year 1 is to create awareness in parents about importance of education and RTE provisions for education of their children. The PPCE team takes the responsibility of the enrolment of the children.

**Year 2:** As the parents are aware about the need for education of their children, the PPCE team helps parents take the responsibility of their children' education, by hand-holding with them for the school enrolment and other processes.

**Year 3:** The focus of work in year 3 of program is ownership taken by parents for their children's education. The PPCE team takes a backseat and helps them in case of issues. But parents complete all the processes on their own. It helps boost their confidence of continuing their children's education even after migration.

Multiple ways are adopted to reach the parents and convince them about the importance of education. The team conducts one-on-one as well as group meetings, conducts street plays and skits so as to convey the message effectively. The meetings are arranged as per parents' availability and timings and the team provides them required support wherever possible.

### PPCE Summary

Area	Sites Surveyed	Children Located	Children Enrolled	Non-enrolled Children	Parents Assessed
PMC	235	449	321	6	195
Outer Pune	302	493	459	34	471
<b>Total</b>	<b>537</b>	<b>942</b>	<b>780</b>	<b>40</b>	<b>666</b>

The team conducted a baseline survey of the area for out-of-school children. The key survey results as:

Area	Total No. of Sites Surveyed	No. of Sites where children found / Expected	Other NGO working Sites	No. of Sites with No children or labour camp / Closed
PMC	235	118	7	110
Outer Pune	302	161	27	114
<b>Total</b>	<b>537</b>	<b>279</b>	<b>34</b>	<b>224</b>

A total of **942** out-of-school children were identified during the survey of the areas during the year. Most of the children were identified at construction sites in Baner-Balewadi and Wagholi area. There were out-of-school children located at permanent slums in Hinjewadi area where as temporary slums in Wagholi area.

Most of these families (421) have come to Pune from other districts in Maharashtra in search of work. Remaining families are from other states like Uttar Pradesh, Karnataka and Rajsthan. The team also met and worked with a few families from Nepal. A large number of parents are illiterate or have completed only primary education and are doing odd jobs to support their families.

#### **Preparatory Camps and Parent Meetings:**

The preparatory camps are run to help children introduce to idea of schooling, as most of these children have never been to school. 4 camps were run in the project area covering 93 children. 14 children who had been to preparatory camps were enrolled to mainstream school. Others migrated before the start of the academic session.

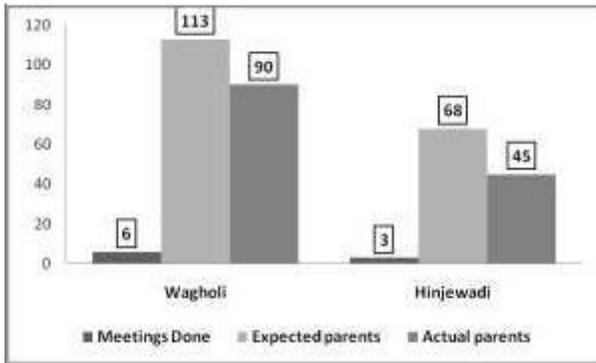
Parent awareness sessions are conducted at sites where out-of-school children have been identified. The parent meetings focus on spreading awareness about importance of education and RTE among parents. Parent meeting discussion topics vary based on the year of the program and the time of the year. Focus of initial meetings is RTE provisions and enrolment process. Then focus is regular school attendance and continuity. The team also talks about the school leaving formalities to be done at the time of migration.

Regular meetings are conducted to inform parents about their responsibility towards their children's educations and encouraging them to participate in children education.

The meetings are conducted at sites where 5 or more parents are available. Otherwise one-on-one parent meetings are conducted.

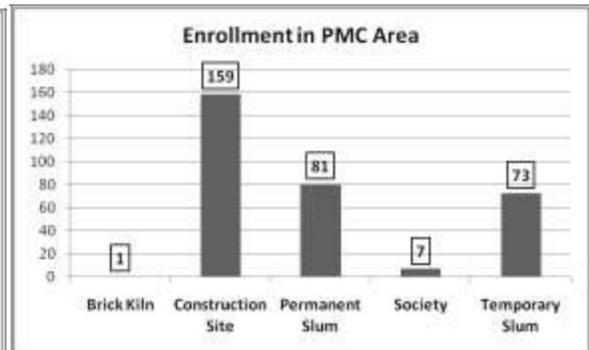
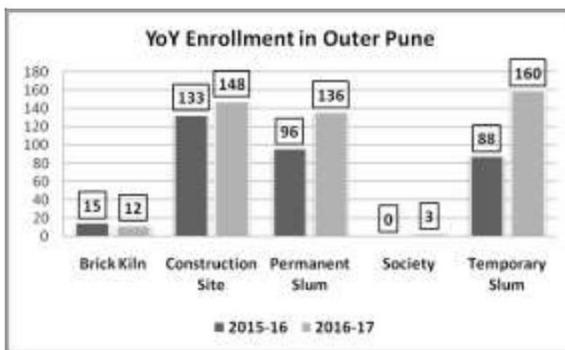
Area	Number of Parent Meetings	Number of Parents Reached
PMC	65	1283
Outer Pune	69	1237

As this the second year of program in Outer Pune areas (Hinjewadi and Wagholi), the PPCE team encouraged the parents to attend parent-teacher meetings in school.



**Enrollment and Follow-up:**

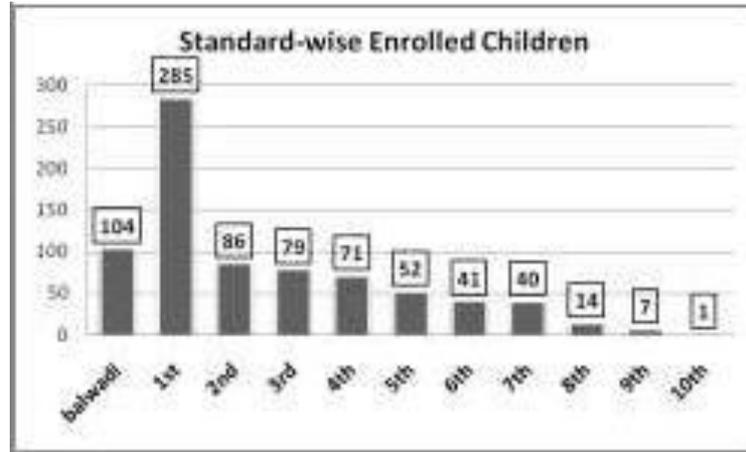
With the start of academic session in June-2016, all efforts were made to enroll the out-of-school children identified during the survey. A total of 780 children were enrolled into 54 mainstream schools from 142 different locations (sites).



In the Outer Pune PPCE areas (2<sup>nd</sup> year of program), maximum enrolment was done by parents as compared to last year. The table below shows a change in parents’ approach.

Enrollment done by	Year 2015-16	Year 2016-17
PPCE Team	271	91
PPCE Team with others	7	30
Parents with PPCE Team	48	247
Parents	6	91
<b>Total</b>	<b>332</b>	<b>449</b>

Some parents are motivated to enrol their children to school. But they don't have the required information and confidence to talk to school authorities. They hesitate to go to school and hence their children remain out-of-school. PPCE team works with these parents by providing them the right information and boosting their morale to visit schools. If the children go to school at right age, there are high chances of his/her continuity of schooling. So we focus on enrolling 6-7 old out-of-school children into mainstream schools.



#### School transport of children:

Majority children in both PMC and Outer Pune areas walk to school. Wherever school is far or the children face issues due to busy roads, providing school transport is important. Again, the team encouraged the parents in Outer Pune area (2<sup>nd</sup> year of program) to take up partial responsibility of the school transport. The parents agreed and despite of many challenges like demonetization, irregular pay, expenses for more number of children, they did provide their contribution. Last year, DSS had provided transport to 120 children. But in the year 2016-17, it has been reduced almost to zero by encouraging parents and other stakeholders like schools to take up the responsibility of school transport.

In PMC areas, 192/321 children walk to school and 54 children use PMC transport to reach school. This year with support from couple of donors, we were able to provide bicycles to 12 children.

To increase the children's interest level in school and provide them with study support, the PPCE team started support classes in the area. 5 support classes covered 228 children. Though the team was able to enrol 780 children from Outer Pune and PMC areas, 40 children from 9 sites are still out-of-school. 13 children have recently come to the site while 18 children are not enrolled as the school is not cooperative. The team is working on addressing the same.

**Follow-up of children and school continuity:**

Follow up of children was done in schools. Home visits of absent children were done. Follow up of children enrolled in the year 2015-16 was done. 143/332 (43%) children are still continuing their education in Outer Pune areas.

Area	Enrolled	Continued	Drop-out	Migrated
Outer Pune	459	281	41	137
PMC	321	193	34	94
<b>Total</b>	<b>780</b>	<b>474 (60%)</b>	<b>75 (9%)</b>	<b>231 (31%)</b>

In Outer Pune area, the team was able to track 69% of migrated children. 52 of 94 migrated children are attending school at new location as well. In PMC area, the team tracked 64% (60) of migrated children. 47 of these 60 children are attending school at new location.

School drop-out is a major concern. Especially in PMC area, the drop-out rate is more (10%). Children drop out of school for various reasons like lack of children's and parents' interest, children taking care of household work and younger siblings and distance from school etc. The team has started classes for the drop-out children at the sites which focus on increasing the interest of children in school and studies. 4 such classes were run by PPCE team and volunteers reaching 13 drop-out children.

The team also tracked the continuity of children in school. 174/321 enrolled children have been to school for more than 6 months in PMC areas. 206/459 enrolled children have been to school for more than 6 months in Outer Pune areas.

**Assessment of Parents' Behavior:**

The program focuses on strengthening parents to take complete responsibility of their children's education despite of the migration. The team regularly meets parents and talks to them about importance of education for their children. Based on their interactions with parents and their actions taken during the academic year, they are divided in 3 different categories:

**Motivated parents:** who only require information and initial support mainly guidance for education of their children.

**Neutral parents:** who require more than information and guidance. They require some motivating and considerable hand holding.

**Indifferent or opposing parents:** This group requires intensive work with them at individual as well as community level. As this is a migrant group, speaks different language, is already separated from their roots and has lot of fear for children's safety. The main task is of developing rapport and building trust.

The assessment of parents is done thrice a year:

1. Pre-enrollment: Based on what the parents say during the meeting
2. Post-enrollment: Based on the parents' actions taken during the enrollment process
3. End-of-Year Assessment: Post the work done with parents during the entire year

The team worked with 195 parents in PMC area (1<sup>st</sup> year). 154 parents are still continuing with us.

As this is second year of program in Outer Pune area, the team reached total of 471 parents during these 2 years. Currently 276 parents are continued in the area.

Year	Details
1 <sup>st</sup> Year Parents	Parents reached in Year 2016-17 in Outer Pune and PMC areas
2 <sup>nd</sup> Year Parents	Parents reached in Year 2015-16 in Outer Pune area

Based on above table, the team classified the parents in both the areas. Currently we are working with 353 1<sup>st</sup> year parents (both PMC and Outer Pune area) and 77 parents from 2<sup>nd</sup> year ( Outer Pune area). The behavior assessment of 1<sup>st</sup> year parents is as follows:

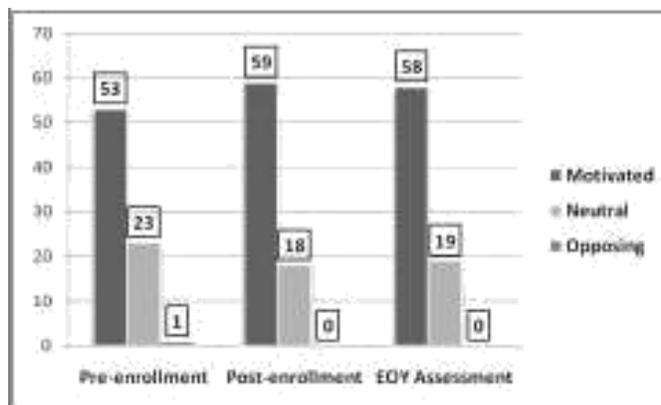
Stage/ Category	Motivated	Neutral	Opposing
Pre-enrollment	257	90	6
Post-enrollment	300	44	9
End-of-year Assessment	270	70	13

The no. of neutral parents has increased in the final assessment, as the team evaluated the parents based on their actions taken in the entire year.

In Outer Pune areas, the team had worked with 151 continued parents since year 2015-16. 110/151 parents were motivated, 40 parents were neutral and 1 parent was opposing. 77 of these parents are continuing as of now and their behavioral assessment is as follows:

#### Volunteer Involvement:

We received a lot of support from different volunteers. The volunteers participated in parent meetings; spoke to the parents about importance of education. They participated in various events like Independence Day, Balmelava etc. A few committed volunteers worked with drop-out and non-enrolled children to increase their interest in studies. Total 131 volunteers participated in various project activities contributing 522 hours of work. Most of these volunteers (92%) are from corporate sector.



#### Observations:

We observe a positive change in parents; they are taking efforts for their children's education. The parents in PMC area are more aware and are taking part in the enrolment process. But an issue of irregular school attendance needs to be addressed.

## Special Mention

### Story of Ganesh Sutar

Ganesh Baburao Sutar, age 15 years, studying in class 7<sup>th</sup> in Zilla Parishad Primary School, Undri along with his two sisters: Pooja in std. 6<sup>th</sup> and Poonam in std.5. These children stays with his maternal uncle, his parents are no more. His uncle works as construction workers on site. He looks after Ganesh and his sibling along with family. ECC staff met the children three years back through “Parents’ Participation in Child’s Education” project in Undri area. Ganesh was already in school then; ECC got the two sisters admitted to the school. While conducting survey on the site, Ganesh enthusiastically showed all the houses of the kids staying in that area. He is a smart and helpful kid. Being studious, he never skipped school. He is especially good in Maths subject also help other students with their studies. Naturally all the teaching staff is all praise for him.

Ganesh’s prowess at Maths prompted team to look for ways to further his knowledge of that subject. DSS approached Mr. Barve of Bhaskaracharya Institute for vacation course for Maths subject. After workshop, Mr. Barve got impressed by his hard work and dedication and suggested to send Ganesh to attend Mr. Gore’s coaching class in Shanivar Peth. DSS team helped him to take admission in coaching class. He is perusing his interest of Maths subject along with other studies. He manages his studies also help his sisters and classmates in their studies. He looks that all the children his surrounding area attend school, in case if they don’t listen to him he calls ECC team to help him in convincing the parents.

### Story of Jogeshwari slum – change in parents

ECC-PPCE team has been working with the parents in Jogeshwari slum from last year. The mainly ‘*Fase pardhi*’ and ‘*Nathpanthi davari gosavi*’ communities stay in Jogeshwari. *Fase pardhi* is a nomadic tribe and *Nathpanthi davari gosavi*’s a tribal community. They wander along with their cattle halting at one place for a few days and earn livelihood by singing religious songs and begging. Some people belonging to ‘*Chittodiya*’ community, and some circus performers were also living at Jogeshwari Slum.

The women of the ‘*Fase pardhi*’ collect scrap and the men do whatever jobs come their way. The women of the ‘*Nathpanthi davri gosavi*’ also collect scrap but their men-folk carry the palanquins of various saints from one place to another within the city and ask for alms.

Last year, 18 children from these communities were enrolled in the ZP Primary School in Kesnand. At that time we had to face many obstacles while dealing with parents. They told us that they did not trust us and they thought that we would kidnap their children and sell them or their body parts. After repeated attempts to try and convince them, a summer camp for the children was started at this location. After this camp, there was a change in their approach. We realized that some of the ‘*Nathpanthi*’ men were

educated and had completed their Std. X or std XII. Unfortunately they did not get a good job and so they were forced to do this work.

Hence they were very skeptical about education and did not see the point of taking the trouble of sending their children to school. At the same time they mentioned that some of people from their own community were doctors, engineers, teachers and elected members of local civic bodies. We used this same information to convince them- how each child is valuable and how education could make them rise in their lives.

As a result of our perseverance, all 18 children were enrolled in the nearest school. As the school was 2 Km away, we arranged transport for them. To encourage children to attend school regularly, we regularly conducted parents' meetings; held puppet shows for the children with the same message. The parents started trusting us and soon shared their problems with us. Recently when the nearby villagers asked them to vacate the place they had occupied, they refused and said that their children studied in the nearby school so did not want to move but instead they were willing to pay rent for their tenements. When the villagers refused to accept these terms, the '*Nathpanthi*' went to the nearby Jadhav vasti and the "*Fase pardhi*" went to a nearby forest on a hill. Even there they were not welcome. Despite of all these problems they send their wards regularly to school.

Their awareness has increased and they have taken the responsibility of sending their children to school very seriously. If the bus for the commute does not come, the parents escort the children to school; they regularly go to the school to ask about their children's progress; they even ring up the school to find out if the school is closed if they have a doubt. Their interaction with us has improved greatly. They trust us and share their problems and ask for guidance.

### **Motivated Children, helping others**

We have been working in Hinjewadi cluster for last 3 years. Our team had enrolled Shamshad Tanveer Ansari in Std 1 and now he is studying in std III. He lives in Thakar vasti in Mangaon. His relatives moved to Hinjewadi for work with their 3 children. Shamshad took his cousins to school and enrolled them. He also got their Aadhar card photocopied so that there wouldn't be any difficulties in their enrollment. But Shamshad's commitment is not restricted to his cousins. Whenever new children move to the vasti, he gets them enrolled in school. Shamshad is setting a great example for all of us by bringing children in mainstream schooling.



## Part VI : School-on-Wheels

Door Step School had two School-on-Wheels buses funded by Crest Premedia and Sandvik Asia each. During year 2016-17, two more School-on-Wheels buses were added to the fleet. The first bus donated by Avaya was functional from May 2016, while the other one donated by Tata Consulting Engineers was started from September 2016. These four buses covered a total of 1,753 children from 30 different locations in Pune and Pimpri-Chinchwad areas throughout year 2016-17.



The School-on-Wheels model helps Door Step School reach out to those locations where out-of-school children are found in large numbers and holding a class becomes difficult due to lack of a safe place. The bus is specially designed to accommodate around 30 children and is equipped with a blackboard, audio-visual facility, learning charts, mini-library of books and toys, etc. Each bus covers 3 to 4 locations in a day, conducting sessions of around two to two and half hours duration. Focus of the programme is to make the children - often first generation learners - familiar with a learning environment. These children are eventually enrolled in nearby government schools for formal education. The sessions in School-on-Wheels bus support the education of both school-going and out-of-school children.

Apart from the Study and Literacy Classes, we introduced evening libraries in the buses at one location each, since October 2016. Around 20 to 25 children are availing the library facility every day. Most of these children are attending a formal school. The library is giving them opportunity to read more books and practice the language. We are building up the book stock according to age groups and reading levels of the children.

We also conduct complementary activities in the library, such as, storytelling by teachers and children, fun games and plays based on stories read in the books, group discussions, etc.

#### Attendance of Balwadi, Study class and Learning class children:

Class type	1to20%	21to50%	51t 80%	81to100%	Total
Literacy	113	220	127	85	545
Study Class	115	225	228	87	655
Pre Primary	41	146	149	76	412
crèche	4	4	1	0	9
<b>Total</b>	<b>273</b>	<b>595</b>	<b>505</b>	<b>248</b>	<b>1621</b>

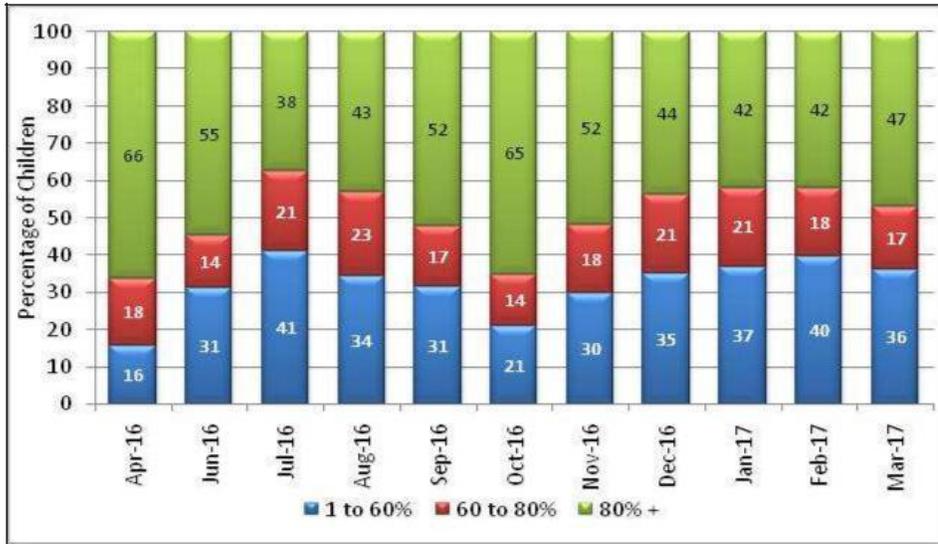
#### Learning Levels of Study class and Learning class children:

Days attended	Learning Alphabets	Alphabets Complete	Complete Matras	Composit Words	Total
1 to 25	519	126	28	43	716
26 to 50	94	96	21	24	235
51 to 90	48	78	12	22	160
91 to 120	4	22	8	11	45
121 and above	3	15	5	21	44
<b>Total</b>	<b>668</b>	<b>337</b>	<b>74</b>	<b>121</b>	<b>1200</b>

### Part VII : School – Transport Activity

At the Educational Activity Centers on construction sites and slums, we ensure that all children above 6 years of age are enrolled in nearby government schools for formal education. Also, out-of-school children found in surveys under our projects ECC and PPCE are enrolled in government or private schools in respective areas. We monitor the attendance of children at our centers as well as at the schools. Due to distance of school from the communities and adverse traffic conditions in the city, everyday commute to and from the school remains a major challenge affecting regular attendance of the children. Hence, as a support service to their education, we provide transport facility to children enrolled through our programmes – PF, ECC, and PPCE.

During the year 2016-17, we used four of our own vehicles, one PMPML bus, and few other private vehicles to provide transport facility to 1,941 children going to 43 schools from 185 locations in Pune and Pimpri-Chinchwad areas. The following graph shows that around 50% of the children availing our transport facility have more than 80% attendance in the schools.



Apart from providing transport through our own vehicles, we also encourage parents to take responsibility of regular attendance of their children, by arranging and contributing fully or partially in the transport expenses. While transport through DSS vehicles is entirely supported by our funding partners, some of the parents have paid partial amounts for private vehicles arranged by Door Step School. On a positive note, school transport for 329 children attending 14 schools from 30 locations was arranged and paid for by their own parents. We also found 6 schools that arranged transport for 102 children from 12 locations during year 2016-17. Transport arranged by parents and/or schools is the most sustainable solution to ensure regular attendance of children in schools.

**Door Step School Vehicles:**



During the year 2016-17, we used four buses as School-on-Wheels and four vehicles for school transport. We also had one vehicle on stand by mode, due to its maintenance issues. However, the fifth transport vehicle is now in good condition and will be used on a regular basis, helping more children reach schools from next academic year. The following table shows month-wise beneficiaries of each transport vehicle.

Vehicle / Month	Apr-16	Jun-16	Jul-16	Aug-16	Sep-16	Oct-16	Nov-16	Dec-16	Jan-17	Feb-17	Mar-17
Star Bus	50	0	141	111	132	114	93	74	95	90	71
Winger I	89	35	41	35	27	112	116	160	144	136	91
Winger II	70	107	144	237	226	117	111	110	87	82	76
Van	71	107	82	52	78	65	53	69	70	58	43
<b>Total No. of Children</b>	<b>280</b>	<b>249</b>	<b>408</b>	<b>435</b>	<b>463</b>	<b>408</b>	<b>373</b>	<b>413</b>	<b>396</b>	<b>366</b>	<b>281</b>

#### Program and Area wise coverage of School transport:

Program / Schools	PMC	PCMC	ZP	Private	Total
Project Foundation	447	363	170	81	<b>1061</b>
Every Child Counts	168	424	135	18	<b>745</b>
Parents' Participation in Children's Education	95	0	40	0	<b>135</b>
<b>Total</b>	<b>710</b>	<b>787</b>	<b>345</b>	<b>99</b>	<b>1941</b>

## Part VIII : Teach Them Young

While working with the children in government schools, Door Step School identified the **need to focus on sanitation and eating habits of the children**. It was observed that students of government schools come from similar social and financial background, with similar habits (or lack of habits) about health and hygiene, cleanliness, and nutrition. It is also seen that if proper sanitation and eating habits are not developed at the right age, the children grow up unaware and unconcerned about these important parts of life. Hence Door Step School decided to focus on creating awareness and providing appropriate training to the children in government schools, at the right age.

The Teach Them Young Project was implemented at two levels –

**1. Ensuring availability and usability of infrastructural facilities at schools -**

- a. Availability of toilets for boys and girls
- b. Availability of water in toilet
- c. Cleanliness of toilets
- d. Availability of clean drinking water
- e. Access to drinking water - number of water taps, height of the basins, etc.
- f. Separate and clean area for eating
- g. Safe and clean playground for children
- h. Boundary walls and entry gate for safety of children

**2. Making aware importance of sanitation and inculcating eating habits to children and following up throughout year -**

- a. Conducting training sessions for students to teach:
  1. Using ample water after using toilet
  2. Washing hands after using toilet and before eating
  3. No spilling or throwing away food given as mid-day meal
  4. Eating in a clean and dust-free area
  5. Closing the water taps properly after use to save water, etc.
- b. Displaying boards to identify separate toilets, drinking water, eating area, etc.
- c. Displaying charts showing good sanitation and eating habits, related pictures, scientific information, etc.
- d. Forming students' groups to monitor maintenance and proper use of sanitation facilities at schools
- e. Involving teachers, parents, and School Management Committee (SMC) members in implementation of this programme

**Observations and Survey Findings:**

As a first step to implement this programme, Door Step School conducted survey of 72 government schools (48 locations) and 1 private aided schools in Pune in April-May 2016, to identify need of infrastructural facilities such as toilets, water supply, pipelines, etc. Since government schools operate in 2 shifts from same buildings (Morning shift & afternoon shift), some of the infrastructural work was going to benefit 2 schools. DSS team visited the schools, reviewed the infrastructure, discussed the sanitation needs with the Principal and teachers, and prepared a primary need analysis report. Common issues found in the survey were

1. Separate toilets not available for boys and girls in 8 schools
2. Toilets in 38 school locations not maintained, doors missing, unclean condition

3. Water shortage in many schools due to various reasons as
  - a. small water storage tanks
  - b. small pipeline
  - c. water pumps not working etc
4. Very few number of water taps in proportion with number of children
5. Leaking water tanks; tank lids missing
6. Drinking water filtration system missing or not maintained in all schools
7. No separate eating area; children eating in open
8. Playgrounds not in maintained condition
9. Boundary walls and gates are missing or not maintained.

These issues, along with actual photographs taken at schools, were discussed with concerned authorities (Municipal Corporation, Zilla Parishad, or private management body) and further plan of action was decided based on their response.

### **Implementation according to type of School Management:**

#### **1. Pune Municipal Corporation (PMC) Schools:**

In April 2016, the survey findings at PMC schools were shared with the PMC Commissioner, Assistant Commissioner of Solid Waste Management Department, and respective Ward Offices. The authorities informed that sufficient funds were available to build separate toilets for boys and girls, under the 'Swachh Bharat – Swachh Vidyalaya Mission' launched by Government of India. PMC had already started building and repairing toilets at schools across the city. The cases highlighted by DSS were marked as priority and concerned departments were notified to initiate the procedure of issuing tenders and procuring material. Most of the construction activities were expected to be completed before schools reopen for academic year 2016-17 in second week of June. The concerned officials promised to take immediate action if DSS provided feedback about the progress and quality of work. The team then noted down the progress of work and notified the PMC officials at periodic intervals.

The Pune Municipal Corporation has developed an Online Grievance Registration process for collecting citizen responses across the city. It was decided to use this platform to report the issues and requirements. (<http://complaint.punecorporation.org>). In May 2016 a training session for the orientation of this platform was provided to the DSS team.

The Pune Municipal Corporation eventually launched even more convenient tools to report the issues - a mobile app with complaint form similar to the website (*Pune Connect App*); a Whatsapp number to send photos along with description of complaint (9689900002); and a toll-free helpline to register complaints by speaking to a call executive (1800-1030-222). Accordingly, the project team, school teachers, principals and parents (mostly members of the School Management Committee) were informed and trained on the advanced ways of reaching out to PMC authorities.

Nature of the complaints varied from replacing broken taps to installing new water tanks, repairing doors and latches of toilets, providing dustbins, repairing leaking

pipelines, etc. The team and parents felt empowered by successful resolution of reported complaints.

Details of complaints reported online to PMC Ward Offices during year 2016-17:

Nature of Complaint	No. of schools	Complaint Status	
		Resolved	Pending
Repair / install drinking water tank	5	3	2
Repair / install water taps	11	10	1
Safety grill / Change location of water hub	6	1	5
Repair / install water pipeline	7	5	2
Repair / replace toilet utensils and taps	20	12	8
Repair / replace toilet doors and latches	7	5	2
Provide buckets in toilets	5	2	3
Provide dustbins	4	2	2
Other sanitation facilities	25	12	13
<b>Total</b>	<b>90</b>	<b>52</b>	<b>38</b>

Due to involvement of multiple stakeholders (PMC Solid Waste Management Department, Health Department, and the sanitation workers' union – Shramik Sanghatana.), their coordination was complex and hence we decided to explore solutions if possible

## 2. Private Aided Schools:

Similar issues of sanitation facilities were observed in these schools. Everyday functioning of the school, such as building infrastructural facilities, classrooms, toilets, etc., ensuring water supply, maintaining cleanliness, etc., is managed by the board of trustees and staff appointed by them. Considering the financial background of communities whose children attend these schools, it is difficult for the management to raise funds through parents' contribution. Hence, the management is often unable to provide and maintain basic infrastructural facilities.

They offered to give due credit to the donors by displaying their names on facilities constructed or maintained with their financial aid. It was planned that once such facilities were made available, the students would be trained to make proper use of them. The project team would monitor the status and concerned school management was expected to ensure proper handling and maintenance of the facilities.

A survey of existing infrastructure in private schools was conducted with help of external agencies and requirements were discussed with the management. Following two schools were selected for construction/repair work:

- (i) Nehru Education Society's Primary School, Pashan
- (ii) Gopal Krushna Primary School, Gokhalenagar

Scope of the work was to provide separate toilet facilities for girls and boys, install water tanks and filters and provide clean and accessible water platform, and related fabrication / plumbing / construction / repair/cleaning work. Main challenge in these schools is the school management did not take up responsibility of proper use and maintenance of sanitation facilities and expected Door Step

School to spend on replacement / repair of the items throughout the year. The school management could not even arrange resources for regular cleaning and protecting the facilities. As a result, some of the items like water taps, toilet latches, and water filters were found to be damaged or out of order within few months, due to improper use, overuse etc.

## 2. Zilla Parishad (ZP) Schools:

These schools are situated in the villages on outskirts of the city. These schools receive limited funds from the government and depend more on the contribution by local citizens. However, with the changing scenario in villages attached to urban areas, the schools have least enrolment of children from the local families. Most of the children enrolled in ZP schools are from migrant communities and economically weaker sections of the village.

Sanitation facilities at 5 Zilla Parishad schools (4 locations) were reviewed and following two schools (2 locations) were selected for construction / repair work under Teach Them Young project based on requirements:

(i) Zilla Parishad Primary School, Village Kondhwe-Dhawade

(ii) Zilla Parishad Primary School, Village Shivane

Scope of the work was same as Private Aided schools. Unlike the private school management, the teachers from ZP schools accepted responsibility of proper use and maintenance of sanitation facilities provided by Door Step School. The facilities appear to be in better condition than those in private schools. The concerned principals and teachers are also seen taking efforts in monitoring the use. However, regular cleaning of toilets remains an unresolved challenge. The reason reported by ZP schools and respective Gram Panchayat offices is insufficient funds for this activity from the government.



### Construction / Repair Work done at Schools:



### Observations and Future Plan:

For Teach Them Young project, Door Step School ventured into infrastructural facilities at the schools for the first time. Following are few observations during implementation year 2016-17:

- Response from the PMC schools was mixed. Initially, school teachers and principals were apprehensive about inspection and reporting of sanitation facilities not in order. They shared their prior negative experiences of dealing with PMC Ward Offices regarding the construction / repair work. However, successful resolution of online complaints started changing their views. Their support and participation increased with number of construction /repair activities completed or initiated by the Ward Offices. Regular monitoring and reporting of sanitation facilities can become a sustainable activity if teachers are involved.
- Response from the PMC Ward Offices was overall positive. Most of the complaints were resolved within a short period of time. The concerned officials coordinated well with the complainant team members and teachers/parents. Unresolved complaint types need to be escalated to higher authorities, during further implementation.
- Response from Private Aided schools was not very encouraging. The schools lack all types of resources and depend a lot on external supporters. Without involvement of school management, it is difficult to ensure proper use and maintenance of the sanitation facilities.
- Response from the Zilla Parishad schools appears to be on a positive side.

### Mid-day Meal Monitoring Activity

At most of the schools where we ran our library programme, it was observed that eating activity of children is unmonitored and they have their mid-day meal in the classroom, in the veranda, in the playground, or anywhere they find a place. Usually, these places are unclean for using as eating area. Also, the children are found unaware and negligent about certain good habits like washing hands before eating, sitting in a clean area for eating, not spilling food, finishing entire Tiffin/dish, and avoid wastage of

food, etc. After analyzing the situation, we realized that regular monitoring could be the only solution.

This activity was started on an experimental basis at a PMC school in Bavdhan. This school is run in an old house-like building. There is no separate place for children to have their lunch. We found three temples in the premises of the school. We approached the trustee Mr. Shankar Vede Patil and requested him to allow using one of the temple halls during lunch hours. Mr. Vede Patil agreed on the condition of maintaining cleanliness of the temple after children had their mid-day meal. Concerned Book-Fairies and Supervisor-Coordinator for this school coordinated well with the Principal, peons, school management committee (SMC) members, mid-day meal suppliers, and children, to make this experiment successful.

Based on positive response received at one school in Bavdhan, the Teach Them Young project was also started in 6 schools where we already worked with SMC members and Children's Groups (Baal Gat). It was further expanded to other 32 schools from November 2016.

Area	No. of schools	No. of Children	
		Std. 1 <sup>st</sup> to 4 <sup>th</sup>	Std. 5 <sup>th</sup> to 7 <sup>th</sup>
Aundh	5	808	337
Pashan	3	471	417
Sinhgad Road	1	337	60
Paud Road	2	413	131
Karve Road	5	1,546	553
Hadapsar	10	2,167	1,005
Yerwada	8	1,122	1,146
Haveli	4	496	289
<b>Total</b>	<b>38</b>	<b>7,360</b>	<b>3,938</b>

A total of 11,298 children from 38 schools were covered under Mid-day meal activities. 85 Book-Fairies contributed their time and efforts in this programme.

### Methodology:

Under Teach Them Young project, daily monitoring of mid-day meal activity is planned in selected schools. We ensure that our Book-Fairies are present at the schools during lunch hours every day. (The timings are 9:30am for morning shift and 3:30pm for afternoon shift.) Initially, the Book-Fairies and concerned Supervisor/Coordinator inform the school teachers about this activity and also identify specific areas for eating, mostly common halls or covered spaces in the school premises. Some helps are also appointed to ensure cleanliness of the eating area before and after children have their food. Since all government schools provide mid-day meal to the children, we also coordinate with the meal suppliers and the persons serving food to children.

During the lunch break, Book Fairy ensured all children are guided to the eating area, they washing their hands before joining the queue for mid-day meal, children are made to sit in rows, with their own tiffins or the food provided by school. Everybody sings following prayer before starting to eat.

धुवा हात पाय,चला भोजनाला बसा नीट येथे,तुम्ही मांडी घाला ॥  
नका मागूकाही अधाशशपणाने। नका टाकूकाही, करा स्वच्छ पाने॥  
नका भांडूतटू,नका निंदू अन्ना । म्हणा श्लोक आधी तुम्ही जेवताना॥

*(Meaning: Wash your hands and legs before lunch. Sit down properly in the eating area. Do not greedily ask for more food which you cannot finish. Do not spill or waste anything. Wipe your dishes clean by finishing everything. Do not fight over food. Do not criticize the food. Sing this prayer before starting to eat.)*

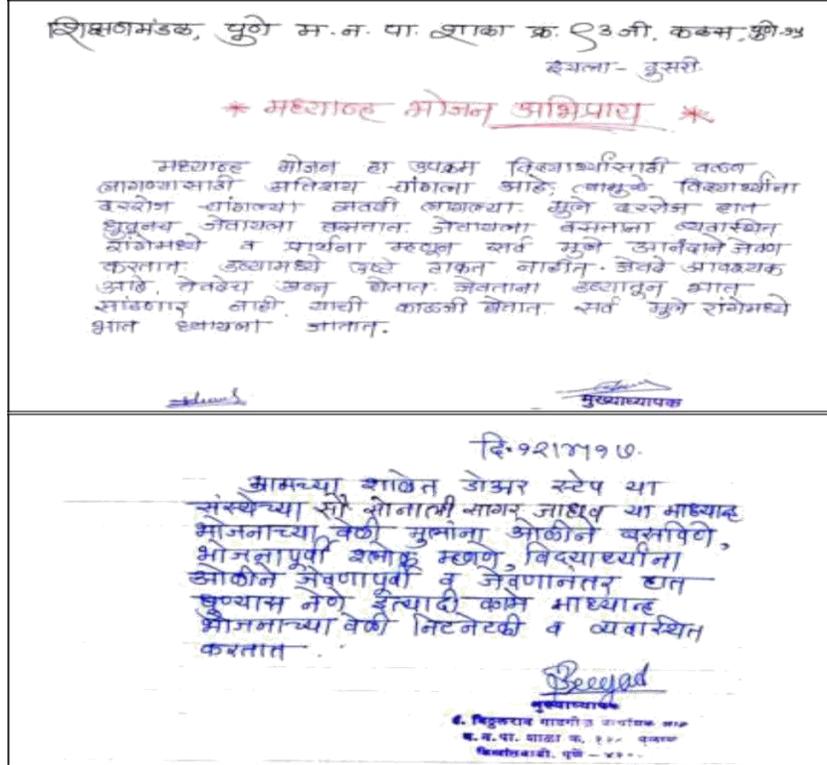
It must be mentioned that this prayer was suggested by one of our Book-Fairies.

The Book-Fairies then keep moving through rows of children, monitoring how they are having the food. Children are being told about importance of good eating habits and cleanliness. They are encouraged to avoid wastage caused either by spilling or by halfway leaving food. The Book-Fairies ensure that every child is looked after and the area remains clean.



### Response:

We are receiving very good response from children as well as the school teachers. Initially, we started this activity only for the primary classes, from 1st till 4th. But eventually children from upper classes, from 5th to 7th, found the whole exercise interesting and they have joined the group as well. Some of the school teachers help our Book-Fairies in handling the children, communicating with the food serving person, and monitoring the eating activity. Sharing couple of responses from schools where we conducted TTY activities:



### Challenges and Future Plan:

Ensuring availability of sanitation facilities like water supply, toilets, etc. and provision of eating area remain to be the biggest challenges in implementing Teach Them Young project. For next year, we have planned follow-up activity for the complaints pending with concerned ward offices of PMC.

We will also seek more teachers and parents / SMC members involved in TTY activities. Groups of children will be formed and made responsible to ensure availability and cleanliness of sanitation facilities in their schools.

Awareness activities will be organized for children and teachers. This will include screening of films related to sanitation, conducting games and competitions on theme of cleanliness and good habits, etc.

### The Sanitation Marathon 2016

While working on sanitation facilities at government schools, we realized that children are not the only users of facilities like toilets and water taps, etc. Every year, thousands of pilgrims from various parts of Maharashtra set out for Waari - a pilgrimage to Pandharpur. As the Waari moves through city of Pune, the citizens host Warkaris for rest and meals. The pilgrims stay at temples, halls, and government schools across the city for couple of days, before resuming the Waari. The PMC officials shared their experience about Warkaris staying in the schools and using the facilities. They told us that it was not possible for PMC staff to directly control or monitor use of toilets and other facilities by hundreds of people during couple of days. They also mentioned that improper use, damage, and theft during the Waari days further cause inconvenience to children throughout the year.

We decided to take this opportunity to spread awareness about sanitation and cleanliness, and ensure proper use of the facilities. Following eight schools were selected for this activity, The Sanitation Marathon (*Dindee Swachhatechi*).

1. Bunter Barnal Savitribai Phule Primary School Vidyaniketan No.4, Hadapsar
2. Bunter Barnal Primary School No.100 Boys, No.63 Boys, Hadapsar
3. Bunter Barnal Primary School No.87 Girls, No.58 Girls, Hadapsar
4. Marutrao Kale Primary School No.171 Boys, No.12 Boys, Kalepadal, Hadapsar
5. Annabhau Sathe Primary School, Kumthekar Road, Sadashiv Peth.

An action plan was prepared with help of all Door Step School project staff and volunteers. Groups of DSS staff and volunteers were assigned tasks from 6:00am till 12:00 midnight, for both the days of Waari stay at schools.

#### **Methodology:**

Slogans and instructions regarding sanitation and cleanliness were displayed at selected schools. Requirement of water tankers, dustbins, cleaning staff, etc. was estimated and communicated to concerned PMC ward officials. The team started reporting status of facilities and requirements to the Ward offices from 6:00am on the first day of The Sanitation Marathon activity. Mobile toilets and water tankers were demanded based on number of Warkaris at each school. Leakages and choke-ups in pipelines and toilets were reported immediately to the concerned officials. The team also communicated with the Warkaris and guided them for maintaining cleanliness at the schools. During two days, around 4,000 to 5,000 Warkaris stayed or visited the schools where we conducted The Sanitation Marathon activity.



#### **Observations:**

1. The sanitation facilities like water supply and toilets were not sufficient.
2. Mobile toilets were introduced by PMC at these locations, but could not be used due to insufficient water supply.
3. The Warkaris were very cooperative. They listened to our instructions and helped in maintaining cleanliness at the schools.
4. Sufficient dustbins were not provided by concerned ward offices. Warkaris had difficulties in disposing off solid and wet waste created during two days. We tried to mitigate the problem by providing dustbin bags at the selected schools.

5. Ward offices were short of resources for monitoring and cleaning. Lack of continuous monitoring led to improper use and damages to the sanitation facilities.
6. Door Step School staff and volunteers were given safety jackets for identification. Hence Warkaris could easily identify the team and approached several times for help.

**Conclusion:**

Although indirect beneficiaries of The Sanitation Marathon activity were children, we had to directly work with Warkaris and government officials before and during the Waari days. Despite all the efforts put in by staff and volunteers before and during the activity, we did not see issues get resolves in time.

**Part IX : Parivartan Training Center**

Multiple projects are run under Door Step School. Door Step School is taking special efforts for developing the skills required for achieving the aims of the projects and overall skills building of the staff. This is primarily provided through the Parivartan training center, which was started under Door Step School in 2007.

**Importance of training:**

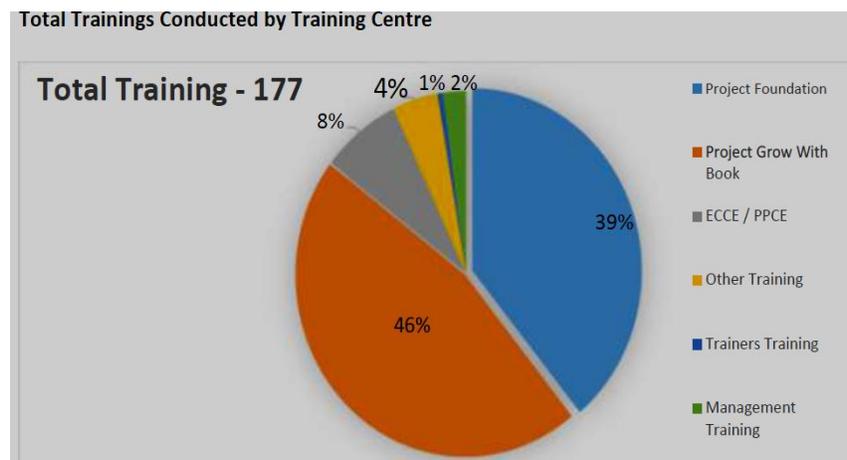
Staff needs training to modify the method of working as per the needs, as well as for working more efficiently. This helps to achieve objectives set by the project. Having this as central idea, the training center works with the following objectives:

- To have a good sync between skills of the staff and Door Step School objectives.
- To make the staff skilled and able, so they can also work for other projects apart from their existing work.

The staff is trained considering needs of all the projects run by Door Step School. Parivartan training center not only trains Door Step School staff, but also provides training to staff from other organizations, as per their requirements.

Report of trainings conducted by Parivartan Training Center from April 2016 to March 2017 and other DSS activities is as depicted below.

**Total Trainings Conducted by Training Centre**





#### Project wise trainings delivered:

Project Name	Total Training batches	Total Training Conducted by under Parivartan		Project specific training by external Resource Person
		Training Team	Resource Person	
Project Foundation	71	46	08	17
Project Grow With Book	85	61	07	17
ECCE / PPCE	16	04	10	02
Management Staff	04	02	02	00
Trainers Training	01	01	00	00
<b>TOTAL</b>	<b>177</b>	<b>114</b>	<b>27</b>	<b>36</b>

#### Trainings delivered to other Organisations:

Total 10 days trainings were conducted for other organizations.

Name of the Organization	Subject	Number of Participants
Bhare School	Language and Mathematics teaching tools	16
CASP	DSS Teaching Methodolgy and Project Monitoring mechanisms	19
Hope Foundation	Marathi Language training	22

### **Bhare School:**

The principal had attended Parivartan's Annual Exhibition and showed interest in the educational tools for languages and mathematics. 16 teachers from Bhare School were provided training. During this training, our trainers noticed that a few mischievous children were punished and made to sit inside the principal's room. Our trainers then suggested that the children be engaged in some other activity instead and they got them to demonstrate the use of Teaching Tools. The teachers appreciated engaging children in a productive manner.

### **CASP Organization:**

CASP, Pune had approached Door Step School to provide new teachers' training for their staff.

Following topics were taught:

- Actual Field visit
- Implementation of the concepts learned in the classroom
- Games for learning basic alphabet, compound letters
- Introduction to text books, stages and objectives
- Right to Education
- Mathematical tools and games
- Making and usage of Language tools

### **HOPE Foundation:**

- HOPE foundation works for students from 2nd to 10th standard of ZP schools, who lack in the learning abilities.
- The trainees had come from various regions including Panvel, Shikrapur, Sanaswadi and Shirur.
- Child psychology
- Marathi alphabet, Matras and composite letters
- Teacher's role and responsibilities
- Preparation and usage of teaching tools for Marathi and Mathematics
- Traits of a good teacher

### **Publications:**

- A. Project Manuals

Project Foundation uses project based method to facilitate learning. A topic is provided to all the PF EACs, CLCs and SoWs every month. Project manual has been developed for the teachers to conduct different activities related to the project topic.

- Teacher’s Manual

At PF EACs, we work with children from Age 0-14. Although we conduct intensive new teachers and regular refresher’s trainings, as a reference guide for running the activities at the centre, this manual was developed. The manual includes child psychology, development, children’s daily routine, structure and format of classes, seating arrangement according to age group and learning levels, different games and activities and how to do daily and monthly planning and ways to keep records.

**Capacity Building of Training Team –**

1) **Trainings attended by the trainers:** The training team attended the below trainings for their capacity building:

Training Institute	Subject	Number of participant
Jidnyasa	Teenage Children Problem Business guidance	2
Khelghar	Mathematics	2
Yes Foundation	Film Making	2
Asmae	Parents Participation in Childs Education	3
Asmae	“Education of Denotified and Nomadic Tribes.”	2
Muskaan (Karve Institute)	Child sexual abuse realisation session / POSCO Act	3
Quest	Science Box	2
Office Staff	Desktop Management	2
Office Staff	Excel	2

2) **Visit to other NGOs:**

To understand the working of other NGOs, the training centre staff visited the below Organizations:

Organizations	Trainers
PRISM Foundation	2
Door Step School, Mumbai	4
Balewadi – Shikshanachi Wari	6
Satara Kumthe Bit	2
GramMangal	8

### **Parivartan Exhibition – Aakalan (Comprehension)**

Parivartan training center conducts annual exhibitions. This year the topic of the exhibition was 'Comprehension' from 1st February to 10th February 2017 at Annabhau Sathe Parivartan training center.



Comprehension, being a vast concept pertaining to brain functioning, was explained with help of theory as well as other aids.

Various subjects such as languages, mathematics, sciences, geography, social sciences were touched upon considering children's age while arranging the display of comprehension concepts elaboration. The impact of children's emotions was also taken into consideration as this too has effect on comprehension. How a tool should be used and how does it help children to learn was also illustrated. The exhibition was visited by around 1260 visitors which comprised of the Door Step School's staff, members from other NGOs, dignitaries from education department, ZP staff as well as teachers and students from private schools. A booklet containing all the topics covered in the exhibition was prepared.

#### **New Initiatives:**

Aksharvedh: To mark the 10<sup>th</sup> anniversary of the Parivartan Training Centre, we introduced a quarterly magazine 'Aksharvedh'. We have published 4 issues of Aksharvedh. The topics for each issue were shared with the entire DSS staff and the selected entries were printed:

- 1) Creative Education
- 2) Memorization Skills
- 3) The New and Old in Education
- 4) Comprehension and Expression of children

## Part X : DSS PUBLICATION

Book Publication was introduced in DSS, Pune because of Grow with Books project in 2002. While running Grow with Books it was observed that there was a big group of children who could read alphabets and matras but could not read the composite letters. Hence they needed books without composite letters. There were very few such books in the market. So DSS decided to publish books on its own to cater to the demand of these children. Books without composite letters were published by DSS. Then came graded books, story books, all without composite letters. Currently DSS has 67 book publications. In entire year we sold 23207 copies of these books to individuals, schools and other NGOs.



In 2016-17 we added teaching tools to publications. These tools are for Marathi reading and mathematics. We also print DSS calendars and other materials.

DSS sells the publications to other NGOs and individuals. Our aim has always been of making these available to as many children as possible hence books are priced at affordable rates.

New publications - 1) Language tools 2) Numeracy tools



## Part XI : Back office and other functions

### Back Office Functions

At Doorstep School the back office functions comprises of Finance, Administration, HR Management including Salary and Purchases which encompass all the various programmes run by Door Step School Pune.

The total number of personnel working for Door Step School under various programmes is 750+, which includes employees on payroll, on contract and consultants. These personnel are distributed all over Pune, Pimpri Chinchwad and adjoining rural areas. It has been our endeavor to ensure that the salaries are disbursed by the 7th working day of every month. All statutory requirements like Employee Provident Fund, Professional tax etc. are implemented, so also Mediclaim of our employees. All our salaries are through online bank transfers. Our future plan for 2017-18 is to collect the attendance data electronically which would speed up the salary disbursement process – a pilot project was successfully run for this new enhancement.

Our purchases consist mainly of Educational Material for our programmes. The other purchases include the electronic hardware required by various programmes and functions, furniture and fixtures and vehicles too. The backbone of any organization is a strong Finance Department – more so for NGOs We have quarterly Internal Audits by independent audit firms other than the annual statutory audits. We also have audits by funding partners and many funding partners need audited Utilization certificates. This ensures that our Internal Controls are operational.

The major initiative this year was to start online funds transfers and payments to Government statutory payments as well as our vendors, suppliers, rent licensors etc. The Finance Department also takes care Funds Management, MIS reports for internal consumption for 77 funding partners.

### Role of Volunteers:

Volunteers' contribution and involvement in Door Step School programs and activities has been increasing over the years. Their outstanding contribution can be seen by the impact they have had on our beneficiaries and how they look forward to their visits. Their compassion towards children and dedication to help our society keeps us going.

Door Step School sincerely appreciates their contribution in:

- Teaching and conducting activities across all our centers.
- Conducting spoken English classes in 7 schools across PMC & PCMC for Std III students.
- Making teaching aids.
- Contributing toys, story books and other educational material.
- Arranging picnics and celebrations on special occasions.
- Actively participating in all our programs.

We get volunteers from:

- 1) Corporates
- 2) Institutions (Interns) and
- 3) Individual Volunteers

755 corporate volunteers contributed 3125 hours, 40 interns from different educational institutes contributed 6000 hours and 299 individual volunteers contributed approximately 1900 hours.

We are thankful to all our volunteers for sharing their knowledge and skills, both on the field and with our administrative staff.



**Individual Volunteers list is attached in Volunteers section**

*We are thankful to numerous other volunteers who have supported DSS whose names are not mentioned in the list.*

We also get great support and contribution from below Company's / institutions through their volunteers and interns:

<ul style="list-style-type: none"> <li>• BNY Mellon</li> <li>• CREST Premedia</li> <li>• Cognizant</li> <li>• Wipro Technologies</li> <li>3DPLM</li> </ul>	<ul style="list-style-type: none"> <li>• Sangam World Centre</li> <li>• Students from Fergusson College, Pune</li> <li>• Interns from NIBM College, Mumbai</li> <li>Japanese interns from Cubist Edunet</li> </ul>
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Below is a feedback from one of our dedicated volunteers Ms Ashvini Joshi: Ashvini teaches English and other subjects as required to our children at Golwalkar center since January 2015. When she left her corporate trainer's job to work with underprivileged children, she received quite a few warnings from friends and acquaintances. But today she proudly shares, *"In these years I have realised few things...It wasn't horrible at all to go and teach in the slum area. May be it was because of DSS efforts that made it convenient .Despite of the poverty & being deprived of so many things these children can laugh out their heart...be as naughty in class & make things lively. The innocent, smiling faces often hiding some sad story teach us to hope against hope. Working with these children teaches us to value small things. I thought of giving some knowledge to the children but instead received so much wisdom from them ...it enhanced the quality of my life. I would like to appreciate Door Step School for the work it is doing. DSS is not only working for underprivileged children, but it has also provided a platform for people , who want to do something for the society but lack the knowledge and resources of how to go about it. I think DSS will become self-reliant in future in terms of all resources because they are building up a new generation of children studying here, who are very much sensitive about their contribution to the society. A 9th std girl, Nikita Masalkhamb, wrote a speech in English & came to me for corrections. She had summed up her speech saying, "I WOULD LIKE TO TAKE FORWARD THE LEGACY OF DOOR STEP SCHOOL"*

**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.	1
Mrs. Bina Sheth Lashkari	Secretary	Professional Social Worker (MSW)	3
Mr. Nitin Dadia	Treasurer	Businessman, Proprietor, Orbit International	3
Dr. Neela Dabir	Member	Dean, School of Vocational Education, TISS	3
Mrs. Arnavaz Kharas	Member	Professional Social Worker (MSW)	2

**Accountability and Transparency**

Distribution of personnel as per salary and honorarium (as on 30 <sup>th</sup> June 2017)				Staff details as on (as on 30 <sup>th</sup> June 2017)			
Salary plus benefits paid to staff	Male	Female	Total	Gender	Male	Female	Total
<2000	0	127	<b>127</b>	Paid full time	48	691	<b>739</b>
>2000 – 3500	0	172	<b>172</b>	Paid part time	0	137	<b>137</b>
>3500 – 5000	0	127	<b>127</b>		<b>48</b>	<b>828</b>	<b>876</b>
>5000-7500	2	171	<b>173</b>	Honorarium	3	5	<b>8</b>
>7500 – 10000	10	115	<b>125</b>	Volunteers*			
>10000	39	121	<b>160</b>				
<b>Total</b>	<b>51</b>	<b>833</b>	<b>884</b>		51	833	<b>884</b>
				<i>* List of Volunteers in <b>Many Thanks to</b></i>			

Registered under	The Bombay Public Trust Act 1950 The Societies Registration Act 1860
PAN :	AAATT3353 K
For Mumbai	For Pune
CA : Manit Shroff	CA : Uday A Patil
Bankers : Bank of Baroda	Bankers : IDBI

**Our Major Project Partners 2016-17**

**For Mumbai**

<p><b>Funding Organisation :</b>                  Bombay Community Public Trust                  BP India Services Private Ltd                  Chaitiers Aid Foundation (CAF) India                  Child Action - Sharma Foundation                  Give2Asia (State Street )                  Impact Foundation India (Dasra)                  K. C. Mahindra Education Trust-Nanhi Kalli                  Plan International (India Chapter)                  Rabo India Finance Pvt Limited                  Rotary Club Of Kandivali                  National Stock Exchange                  Social Initiative - EQT                  Social Initiative - CARNEGIE                  Social Initiative - CATCH                  Kalpataru Limited                  United Way Of Mumbai</p>	<p><b>Customary Donor</b>                  Diebold Systems Pvt Ltd                  Dilipbhai Gowrandas Mashru                  Goldman Sachs (India)                  Keshvlal P Shah                  Sadguru Kamubaba Foundation                  United Way Of Mumbai                  FACES EV</p>
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**For PUNE**

<p><b>Funding Organization:</b>                  Asha For Education – Asha Seattle                  Asha For Education - Asha Silicon Valley                  Asha For Education - Asha Saint Louis                  Bal Raksha Bharat (Save the Children)                  Give India                  Help Them Grow ( Vibha)                  Maharashtra Foundation</p>	<p><b>Individuals:</b>                  Ajay Sharad Kelkar                  Babu Somisetty                  Col. Satish Shyam Nigudkar                  Dr. Neela Dabir                  Girish Shyam Nigudkar                  Nitin Paranjpe                  Padma Sathe                  Sharmila Paranjpe                  Snehal Kishorlal Vasani                  Sujata Ashutosh Humnabadkar                  Vinay Awasthi</p>
<p><b>Builders:</b>                  99 Construction Sites (throughout the year)                  104 Builders</p>	
<p><b>Other:</b>                  N G Paranjape Pratishthan                  Shri Babulnath Mandir Charities                  BMM of North America                  CASP Shikshan Project                  Tara Mobile Crèche, Pune</p>	<p><b>Substantial Contribution In Kind by:</b>                  Aksharbharati                  Quest (Science &amp; Math Education Program)                  Sangam World Center ( World association of girls guides and girl scouts)                  Kirloskar Foundation</p>

<p><b>Corporate Sector</b></p> <p>3DPLM Software Solutions Ltd. Alfa Laval (India) Ltd. Avaya India Pvt. Ltd. Bank of New York Mellon Bitwise Foundation Chance Foundation Crest Premedia Solutions Pvt. Ltd. EMC Software &amp; Services India Pvt. Ltd. Ernst &amp; Young Foundation Fiserv India Pvt. Ltd. Forbes Marshall Pvt. Ltd. Geometric Goodrich Maritime Pvt. Ltd. Greenspan AgriTech Pvt. Ltd.</p>	<p>Harbinger Systems Pvt. Ltd. Harman Inspired Charitable Trust Home Gateway INIT (HGI) Indus software technologies Pvt. Ltd. Infosys Foundation Mediaocean Asia Pvt. Ltd. National Stock Exchange of India Saint Gobain India Foundation Sandvik Asia Pvt. Ltd. Syngenta TATA Consulting Engineers Ltd. Wipro Cares Trust Xoriant Solutions Pvt. Ltd. Yardi Software India Pvt. Ltd.</p>
<p><i>We are thankful to numerous individual donors who have generously contributed to DSS but whose names are not explicitly mentioned here. Door Step School has recently launched a helpline in order to help every child get education. Call us on 986-000-8070 to report out-of-school children in your area.</i></p>	

**MANY THANKS TO WELL WISHERS AND DONORS**

Aakanksha Kapoor	B S M Rao	Diniar Shavaksha Dick
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Amit Koushik	Bipul Kumar	Hema Gehani
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Amita Menon	Borde Jyotsna Shantinath	Hemant Bhatt
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		ICICI Foundation of Inclusive Growth
Anantha Sharma	C S Sudheer Kumar	Inderjeet -NIKKEI Inc
Anirban Hazra	CAF Matching Grant	Indrani Basu
Anjan Kumar Banerjee	Cathedral John Cannon Junior School	Inner Wheel Club of khadki
Ankita T	Cathedral John Cannon Middle School	Inner Wheel Club of Pune
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Kjyati Mehta	Nilesh Mahadik	Rotary Club of Blayney
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Tejaswini J V	The Harmony Tree	Yuji Kuronuma
Tushad Cooper	Theadish B	

*We would also like to sincerely thank to all those whose names we might have inadvertently miss from the list above*

## **VOLUNTEERS**

A.S.Kale	Jyoti Sapru	Sanaya Merawala
Aarti Nimhan	Jyoti Shekdar	Sarika Ashok
Achala Agashe	Jyoti Shetty	Sayali Bhatkar
Adit Rajesh Sadiwala	Kashmira Mallick	Shalini Malhotra
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Ashwini Joshi	Naveen Singh	Sampada Belsewal
Bharat Patil	Nayomi Pithawalla	Student of Sophia College

Bharti Joglekar	Nazneen Jokhi	Student of St. Xaviers College
Bharti Shah	Nilanjan Bhattacharya	Student of TISS
Bhoomi Parekh	Niranjan Dubule & team	Student Rizvi College
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Jessica	Sachin Ghanekar	Jyoti Birajdar

**Note: We are thankful to numerous other volunteers who have supported DSS whose names are not mentioned here.**

<b>THE SOCIETY FOR DOOR STEP SCHOOL</b>		
The Bombay Public Trusts Act, 1950 (Registration No. F-13279( MUM))		
Name of the Public Trust : <b>The Society For Door Step School</b>		
<b>Schedule -VIII (Vide Rule 17(1))</b>		
<b>BALANCE SHEET AS AT 31ST MARCH ,2017</b>		
<b>FUNDS AND LIABILITIES</b>	<b>RUPEES</b>	<b>RUPEES</b>
<b>Trust Funds or Corpus:-</b>		
Balance As per last Balance Sheet	4,421,785.00	
Adjustment during the year (Give details)		
Donation Received during the year	50,000.00	<b>4,471,785.00</b>
<b>Other Earmarked Funds:-</b>		
(created under the provision of the trust deed or scheme or out of the income)		
Depreciation Fund	NIL	
Sinking Fund	100,000.00	
Reserve Fund	8,426,808.00	
Any other Fund- School on Wheels Bus Fund	920,950.00	
Seed Capital	23,000.00	
Wipro Grant Interest Reserve Fund	1,956,894.00	
Staff Welfare Fund	94,600.00	<b>11,522,252.00</b>
<b>Loans(Secured or Unsecured)</b>		
From Trustee	0.00	
From others	0.00	<b>0.00</b>
<b>Liabilities</b>		
For Expenses	53,580.00	
For Advance Grant	13,434,548.00	
For Rent and Other Deposits	50,000.00	
For Sundry Credit Balance		<b>13,538,128.00</b>
<b>Income and Expenditure Account:-</b>		
Balance As per last Balance Sheet	87,023,143.43	
Less: Appropriation, if any transfer to reserve fund	1,457,761.00	
	85,565,382.43	
Add: Surplus As per income and		
Less: Deficit — Expenditure Account	20,846,372.45	<b>106,411,754.88</b>
<b>Total Rs.</b>		<b>135,943,919.88</b>
<b>The Society For Door Step School</b>		
Jagannath Shankarsheth Municipal School Building, 2nd Floor, Room no.54/55, Nana Chowk, Grant Road, Mumbai 400 007		
PLACE : MUMBAI		
DATE :October 14, 2017		
<b>Mrs. Rajani Paranjpe</b> President	<b>Mrs. Bina Sheth Lashkari</b> Secretary	<b>Mr. Nitin Dadia</b> Treasurer

<b>THE SOCIETY FOR DOOR STEP SCHOOL</b>		
The Bombay Public Trusts Act, 1950 (Registration No. F-13279( MUM)		
Name of the Public Trust : <b>The Society For Door Step School</b>		
<b>Schedule -VIII (Vide Rule 17(1))</b>		
<b>BALANCE SHEET AS AT 31ST MARCH ,2017</b>		
<b>PROPERTY AND ASSESTS</b>	<b>RUPEES</b>	<b>RUPEES</b>
<b>Immovable Properties (At cost)</b>		
Balance As per Balance Sheet	NIL	
Additions during the year	NIL	
Less: Sales during the year	NIL	
Depreciation up to date	NIL	<b>NIL</b>
<b>Investments:-(FD With HDFC Ltd.)</b>		<b>10,696,035.00</b>
Note: The market value of the above investment N.A.		
<b>Furniture and Fixtures :-Fixed Assets (As per Schedule 'A')</b>		<b>11,252,905.48</b>
Balance As per Balance Sheet		
Additions during the year		
Less: Sales during the year		
Depreciation up to date		
<b>Loans (Secured or Unsecured):- Good/ Doubtful</b>		
Loans Scholarships	NIL	
Other Loans	NIL	<b>NIL</b>
<b>Advances:-(As per schedule 'D')</b>		
To Trustees	NIL	
To Employees	221,030.00	
To Contractors	NIL	
To Lawyers	NIL	
To Others	2,012,263.24	<b>2,233,293.24</b>
<b>Income Outstanding:-</b>		
Rent	NIL	
Interest	1,036,130.00	
Other Income	NIL	<b>1,036,130.00</b>
<b>Cash and Bank Balance :- As per Schedule 'B'</b>		
(a) In Saving / Current Account with	80,556,353.61	
(b) In Fixed Deposit Account With	30,117,083.00	
(c) With the Trustee	52,120.36	
(d) with the Manager	0.00	<b>110,725,556.97</b>
<b>Income and Expenditure Account:-</b>		<b>NIL</b>
Balance As per last Balance Sheet		
Less: Appropriation, if any		
Add: Surplus As per income and		
Less: Deficit Expenditure Account		
<b>Total Rs.</b>		<b>135,943,919.88</b>
<b>The Society For Door Step School</b> Jagannath Shankarsheth Municipal School Building, 2nd Floor, Room no.54/55, Nana Chowk, Grant Road, Mumbai 400 007 <b>PLACE : MUMBAI</b> <b>DATE :October 14, 2017</b>	As per our report of even date  Manit J Shroff Chartered Accountants 10, 2nd Bhatwadi, Girgaum, Mumbai 400 004 M No.33715	

<b>THE SOCIETY FOR DOOR STEP SCHOOL</b>		
The Bombay Public Trusts Act, 1950 (Registration No. F-13279( MUM)		
Name of the Public Trust : <b>The Society For Door Step School</b>		
<b>Schedule -IX (Vide Rule 17(1)</b>		
<b>INCOME AND EXPENDITURE ACCOUNT FOR THE YEAR ENDED 31ST MARCH ,2017</b>		
EXPENDITURE	RUPEES	RUPEES
<b>To Expenditure in respect of properties</b>		
Rates, Taxes, Cesses etc.	NIL	
Repairs & Maintenance	NIL	
Salaries	NIL	
Insurance	NIL	
Depreciation(By way of provision of adjustment	NIL	<b>NIL</b>
<b>To Establishment Expenses</b>		<b>NIL</b>
<b>To Remuneration to Trustee</b>		<b>NIL</b>
<b>To Remuneration ( in the case of math) to the head</b>		<b>NIL</b>
of the math including his household, expenditure, if any		
<b>To Legal expenses -Professional Fees</b>		<b>362,884.00</b>
<b>To Audit Fees</b>		<b>161,500.00</b>
<b>To Contribution and Fees</b>		<b>NIL</b>
<b>To Amount written off:</b>		
(a) Bad Debts	NIL	
(b) Loan Scholarship	NIL	
(c) Irrecoverable Rents	NIL	
(d) Other Items- Loss onAssest	NIL	<b>NIL</b>
<b>To Miscellaneous Expenses</b>		<b>NIL</b>
<b>To Depreciation</b>		<b>2,553,448.00</b>
<b>To Transfer to Specific Fund- Reserve Fund</b>		<b>1,435,577.00</b>
<b>To Expenditure on Objects of the Trust</b>		
(a) Religious	NIL	
(b) Educational	109,941,283.46	
(c)Medical Relief	NIL	
(d) Relief of Poverty	NIL	
(e) Other Charitable Objects	NIL	<b>109,941,283.46</b>
<b>To Surplus Carried over to Balance Sheet</b>		<b>20,846,372.45</b>
<b>Total Rs.</b>		<b>135,301,064.45</b>
<b>The Society For Door Step School</b>		
Jagannath Shankarsheth Municipal School Building, 2nd Floor, Room no.54/55, Nana Chowk, Grant Road, Mumbai		
PLACE : MUMBAI		
DATE :October 14, 2017		
<b>Mrs. Rajani Paranjpe</b>	<b>Mrs. Bina Sheth Lashkari</b>	<b>Mr. Nitin Dadia</b>
<b>President</b>	<b>Secretary</b>	<b>Treasurer</b>









Door Step School – Mumbai

Jagannath Shankarsheth Mun. School Bldg  
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Contact us on : +91-22-23826343 /23859203  
Email : mumbai@doorstepschool.org

Door Step School – Pune

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