

The Society For Door Step Schools



Annual Report 2021-2022



DSS was honoured by the Punyabhushan Foundation with 'Pakke Punekar' award on the occasion of Diwali 2021.



Door Step School Mumbai –Annual Evaluation Team year 2021-2022

From the founder's desk

***“Education is the passport to the future,
for tomorrow belongs to those who
prepare for it today.”***

The new brand academic year of 2021-22 has been one of the most efficacious year again for both the units of **Door Step School** at Mumbai and Pune post some relaxation from the uncertain global pandemic conditions. The earlier year was the largest barrier, particularly for schools and school going children to continue with their academic development procedure without any hinders. Nearly 70% of the school going children continued to have no access to attain online education even this year too until lockdown was lifted during midst of the year. At Door Step School to address the problem of learning loss, the school for each child “Door” was the solution for uninterrupted education. Multiple strategies were planned to ensure continuous learning of the most disadvantaged children in the society. Facilitating Digital learning, School on Wheels, open schools in communities were few successful models followed to bridge the gap of learning loss. As we believe that parent’s active participation has immense significance in the process of children’s holistic development, our Door Step family is trying it’s hardest to connect with the parents and get them engaged into their children academic performance.

The year has witnessed to impact directly most devastated 91000 plus lives educationally and socially across both the cities- Mumbai and Pune. Improving in Foundational literacy and Numeracy of the children in the age group of 3-9 years under **NIPUN BHARAT (an initiative by Education Ministry of India)** initiatives was the key intervention adapted by the organization (Pune unit) this year. It gives us enormous pleasure to put in writing; the children endured this program has enhanced their Literacy and Numeracy Skill at desired levels.

***The year also marked an
important milestone for us
as Door Step school turned
32 and began a new
chapter of its enduring life***

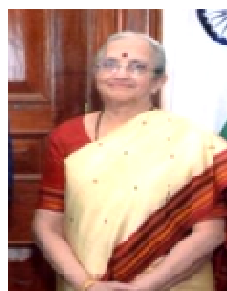
Throughout the childhood process in early life, sound mental health is a kind of large Significant elements that contributes to holistic development of the children with regards to their day-to-day performance. Addressing the mental health challenges became more vital during the global pandemic consequences for everyone, including children and adults. The mental health of millions of children worldwide has been put at risk, with at least one in seven forced to remain at home under nationwide public health orders – or recommendations – during the COVID-19 pandemic (**UNICEF -Covid 19 impact research**).

There are very few organizations have an approach to work with adult and children at mentally risk. We, at **Door Step school**, had a vision to address those mental health challenges at community and Municipal schools’ level. More than 4100 children and parents were educated online to being mentally well and cope up with traumatic situations around.

We have also extended our Covid 19 care support to our beneficiaries by making them aware on availing vaccination through our offline **“Vaccination Awareness Campaign”**. 80% of our beneficiaries recorded vaccinated this year, whilst 91% were surveyed unvaccinated in the earlier year.

None of this above would have been possible without the trust and faith of our supporters, partners, and well-wishers. Our gratitude for travelling with us in this our journey of transforming the weaker’s section lives. Your Support has always encouraged **‘Door Step School’** to keeps its momentum going.

With faith & goodwill,



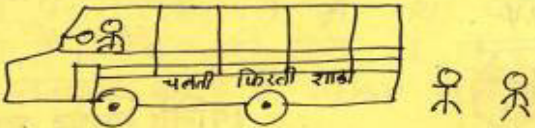
Rajani Paranjape
Founder, President



Bina Sheth Lashkari
Co-Founder, Secretary,
Director

Hamara Aakhbar _Articles written by children

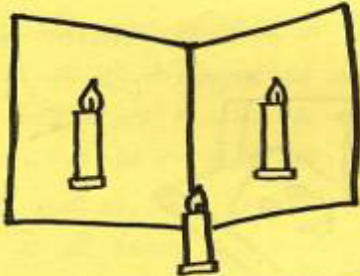
मेरी अनोखी स्कूल
 मैं दिपाली हूँ। मैं 14 साल की हूँ। मेरा काम
 गड्ढा खुदाले का है। मैं अपने पापा के साथ जाती
 हूँ। मेरी स्कूल की इमारत नहीं है। मेरी स्कूल एक बस
 स्कूल है। जिसमें गाने बजते हैं, अच्छी अच्छी कहानीयाँ
 देखने सुनने मिलती हैं। हमारी बस स्कूल में दिदि
 हमें खाना देती है। हमारे घरों में मोबाइल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



दिपाली बिंदू
 14 साल

प्रयोग का जादू

मैंने घर पर आईना और मोमबत्ती का
 प्रयोग किया। मोमबत्ती जलाकर दो आईने के सामने
 रखी, उसमें एका मोमबत्ती की ज्यादा मोमबत्तीयाँ दिखायी
 दे रही थीं। जैसे की बीछे को झुकाकर देखा तो दस-
 पंद्रह मोमबत्तीयाँ नजर आयीं।
 यह प्रयोग मेरे दोस्त को दिखाया और उसे
 समझाया की, दो आईने में परावर्तित विवरण जोने
 से हमें दो से ज्यादा मोमबत्तीयाँ दिखायी देती हैं।
 इसे यह प्रयोग करते समय बहुत मजा आया।



नाम - राज सुभाष बालिक
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About us

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

Vision

To be an instrumental force that brings development to children

Mission

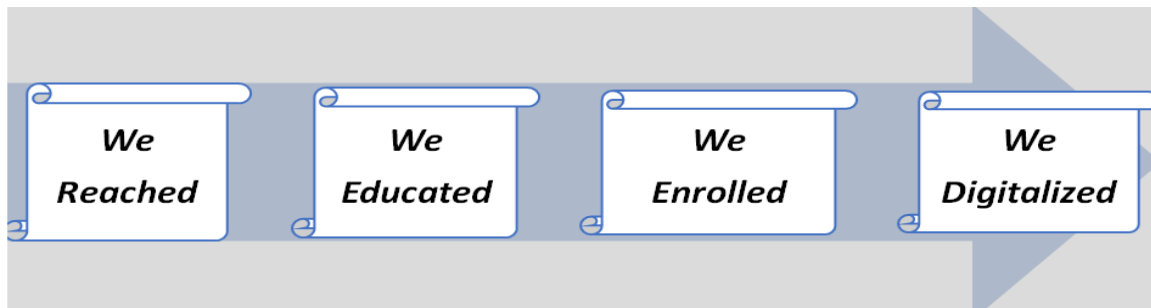
All children deserve to be educated. An alarming number of India's urban poor remain without an opportunity to receive formal education. Our mission at Door Step School is to bridge this divide, using innovative programs that will bring education to these children and help them make the transition to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

Goal

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

Outreach 2021-2022

Program	Mumbai	Pune
Direct- Community	19624	18163
School on Wheels	845	
School Intervention Program	1182	43563*
New Initiative	640	29087*
Total	22291	70680
*Multiple services received by these children. DSS Pune worked with 70680 unique children through various educational program		



THE SOCIETY FOR DOOR STEP SCHOOLS, MUMBAI

2021 – 2022

Community Profile We Work With:

Door Step School, Mumbai has set its vision to transform the most devastated and left out children that comes from the weaker's section of the society in the metro city like Mumbai by taking education at their door. Majority of the parents that we work with are either less literate or entirely illiterate, hence it is quite challenging to make them aware on attaining the educational benefits for their children.

These communities are consisted of diverse population with respect to language, social and traditional culture / values, and the ways of living. More than 60% of the families do not own the houses and those who own it has no enough space to stay for the size of 5-6 family members. The density of migrant population in seeks of bread and butter is quite high and keeps increasing day by day.

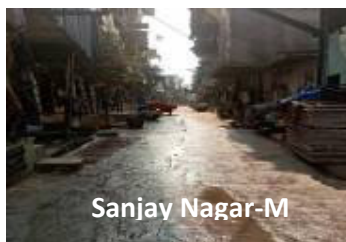
However, there is a high trend of migration attached to communities and parent really does not bother to continue whit their children's educational learning ahead. In result to this, many of the migrated children are put at high risk of getting involved into non-academic activities and may be led socially disadvantaged. Door Step School, Mumbai rigorously maintains the record of such children and keep them tracking to ensure their continued educational learning post their migration as well.

Despite of several educational interventions in and around the communities; many of the Municipal and low-cost schools do not have adequate resources in place to provide quality educational services. School going children has no enough accesses to studying environment, digital literacy, reading materials and logistical amenities to continue with their uninterrupted education.

Door Step School, Mumbai aims to promote education and impart literacy skills among these kind of children by providing them an ease access at their door to develop their literacy and numeracy and strengthen reading skills.



Maharashtra Nagar-M



Sanjay Nagar-M



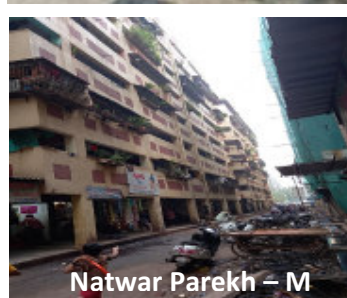
Chita Camp -M



Jijamata Nagar, Worli – G



Jogeshwari- K West



Natwar Parekh – M

“Directly Impacted Educationally and Socially 22291 children”





















1. Key Highlights 2021-22

- Improved in Foundational Literacy and Numeracy skills of **1175** 1st to 4th std. school going children.
- Strengthened reading abilities of **11312** children in the age group of 10 to 15 years
- Enriched Digital Literacy of **6000+** children from 100+ slum communities
- Early childhood education was provided to **1711** children in the age group of 3 to 6 years and were prepared to cope with formal school environment. The program focused on develop children's overall physical, Social, and emotional development.
- Five school on wheel mobile classrooms have been able to mainstream the education of 845 out of school children and have saved their lives from getting involved into non-academic activities.
- Enhanced employable IT skills of **2681** children to secure their career opportunities in future.
- **442** children are facilitated to get enrolled in formal school and continue their schooling.
- **1288** English Medium children from 1st to 4th std. are strengthened to develop their English language.
- **4118** children and parents are provided with Mental Health Education through 166 online sessions to cope with their day-to-day mental challenges.
- **34** children from Std 1st to 4th were provided with one-on-one counselling to heal their learning abilities and improve in academic performance.
- Training unit has been able to build the capacity of **101** class teachers through **103** training session during this academic year.
- Mid-Day Meal support was given to **640** street children which has proved children increased active participation and attendance in school on wheel bus program.
- **559** Balsamuh children in the age group of 12 to 14 years are emerging as future leaders and assisting their family and friends to adopt social values which they have learned from the workshops and sessions.
- Vaccination survey and awareness drive was performed at community level by the field team. **80 %** of the community population was recorded vaccinated in by the midst of the year, wherein **91%** of them were observed not vaccinated at the beginning of the year.

2. Door Step School-Mumbai Program Model

Door Step School Program Model

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

3. Door Step School, Mumbai - @ Glance 2021-22

PROGRAMME	NUMBER OF CHILDREN
Community Based Educational Programme	19624
School on Wheels	845
School Partnership Programme	1182
New Initiative	640
Total	22291

Programme	Age Group	Activities	No of Units	No of Beneficiaries
Community Based Educational Programme	3 to 6 years	Balwadi	51	1673
	7 to 14 years	Study Class	40	1013
		English Study Class	16	434
		English Study Class expansion	30	854
		Science Lab	8	313
		Math's Lab	8	313
		Computer Center	7	2681
		Community Learning Center	16	2283
		Home Lending	28	7955
		Study Center	3	427
		Mobile Van Library	5 locations	647
		English Speaking Lab	1	364
		First Step Forward	4	108
	10 to 14 years	Balsamuha	22	559
		Total		19624
School on Wheels	7 to 14 years	Balwadi,	1	38
		Non-Formal Education Class	18	601
		Study Class	2	54
		Home Lending	3	152
		Total	24	845
New Initiative		Total		640
School Partnership Program in schools		MCGM Balwadi		275
		Worksheet given		685
		Workshop		222
		Total		1182
Training Cell	Ongoing Training for Teachers/Area &Community Coordinators/Trainers		Total 103 Days of Training Conducted by Training Center, (101 Teachers)	

4. Door Step School, Mumbai – Rational 2021-22

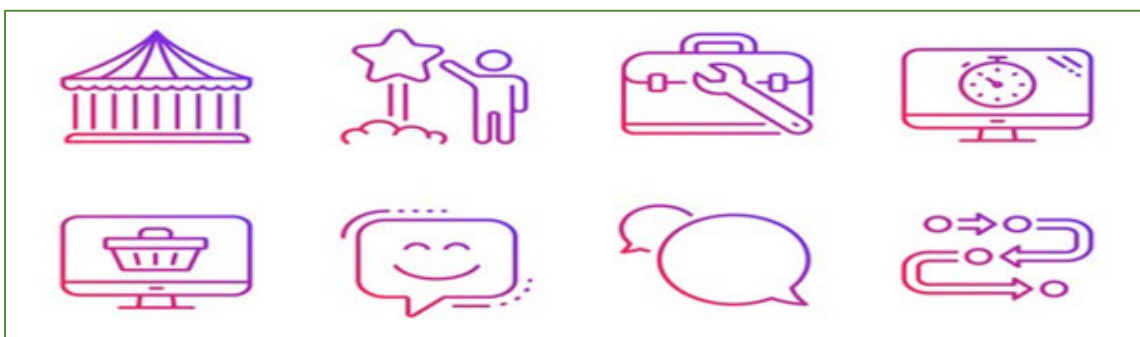
Despite of many on filed constrains and difficulties due to continued pandemic tenure, yet another, year of **2021-22** has been again one of the most effective year for Door Step school, Mumbi to keep its momentum going in delivering uninterrupted quality educational services for the wreaker's section of the society. More than 60% the school going children from slum communities had no access to avail online education benefits at their school level. In result to this, majority of them were kept away from the mean streamline of education. Even, most of the Municipal schools and low-cost private schools struggled to continue the educational activities for their student's due lack of required online educational resources available with their management. Schools were closed till the midst of the year and children were at risk of losing their academic performance.

Door Step School, Mumbai has attempted to address this situation with our full capacity and limited resources and have executed many new strategies and kept reaching out to children and families we are working with. Direct access to reading promotional material was the most effective medium and interventions was introduced at the larger scale by the Door Step School, Mumbai to provide an access to enhance language building and reading skills of the children from 3rd to 9th std. Children and parents were delighted to be a part of this intervention and appreciated whole efforts taken by the DDS field team in reaching out to maximum beneficiaries across scattered geographical areas.

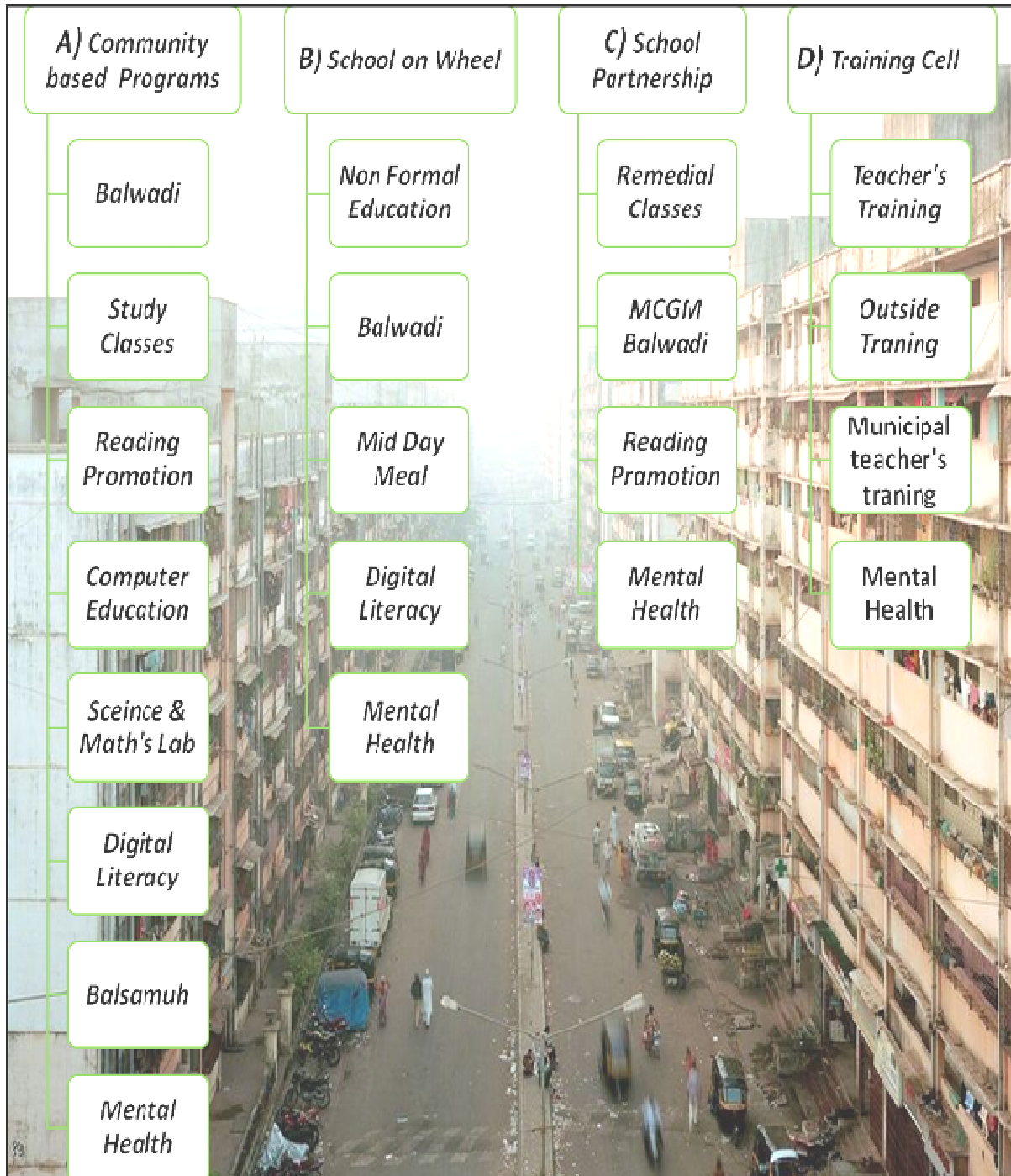


5. Methodology was performed

Need Assessment	→	Community based home to home survey
		Data Collection and documentations
		Identification of beneficiaries
		Identification of volunteers from community itself
		Interaction with community leaders and panchayat officials
		Explore reading promotional activities by providing reading materials
Admission process / registrations	→	Introduce admission process and initiate enrolment in the program
		Beneficiary documentation check and verification
		Submission of online admission forms
Physical classroom set up	→	Introduce a well-designed mobile classroom (school on wheel bus)
		Explore a suitable place for the classroom session and parking then after
		Ensure vehicles safety and security
Literacy level check / performance	→	Perform pre-test to assess children literacy and numeracy levels
		Setting up a goal to work closely with the children to take his performance to the next level by the end of the year
		Monitoring and tracking of children attendance
Program execution / delivering quality services	→	Batches formation as per the suitable time availability
		develop child centric session plan for 150 hrs
		Delivering quality educational services from Monday to Friday for min 1.5hrs per day
		Perform extra-curricular, mental health sessions and life skill activities with regards to nurture their social values
		Parents meetings and their participation in their child's progress
Impact assessment and quality check	→	Tracking children's attendance on a daily base and make home visit as and when required
		Conduct monthly reviews
		Perform Mid test and post test
		Programmatic assessment / evaluation



6. DSS, Mumbai on filed Interventions 2021-22:



A) COMMUNITY BASED EDUCATIONAL PROGRAMES:

1. English Study Class:

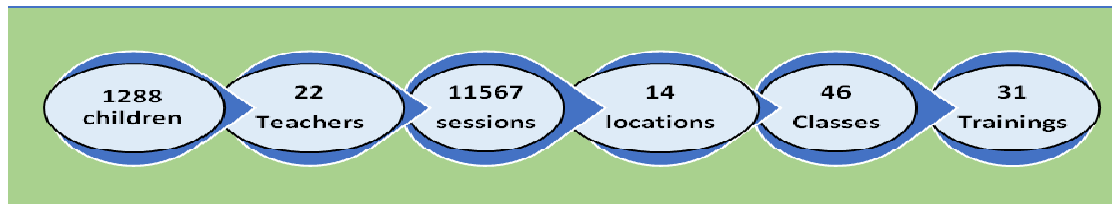
Now Days, the ability to express fluently in both written as well as oral form of English language is very much essential for the career growth. English being the most used language in the corporate world. The knowledge of English is one of the most important employability skills.

Speaking English opens a wide range of new opportunities both in career and in personal life as well. Students who are not well versed with English language are put at a high risk of being unemployed or left with limited earning resources. It is the language of international communication, the media, and the internet. Whether it is for professional or personal reasons, understanding the importance of English will help to achieve professional goals.

English Study Classes Units 46 1288 beneficiaries	<i>E ward</i> 4 Classes	<i>Colaba</i> 8 Classes	<i>Indira Nagar</i> 4 Classes	<i>Lallubhai</i> 16 Classes
	<i>Sathe Nagar</i> 4 Classes	<i>Natwar Parekh</i> 4 Classes	<i>Boriwali</i> 4 Classes	<i>Jijamata Nagar</i> 2 Classes

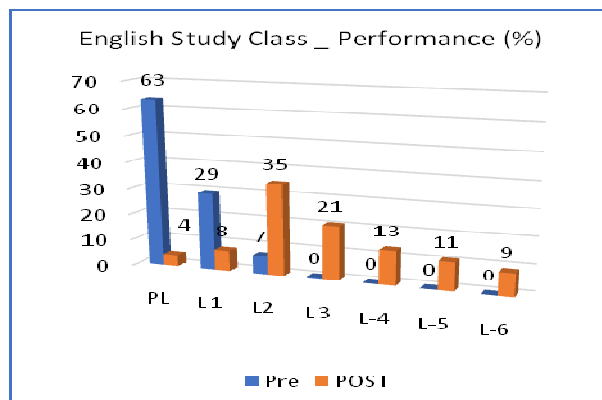
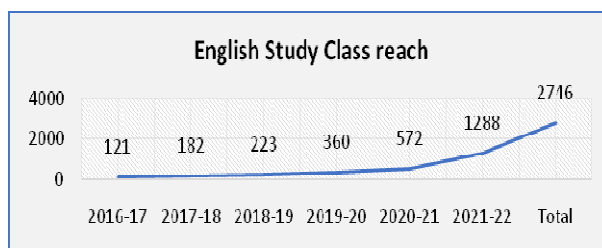


English Study Class – @ Glance 2021-22



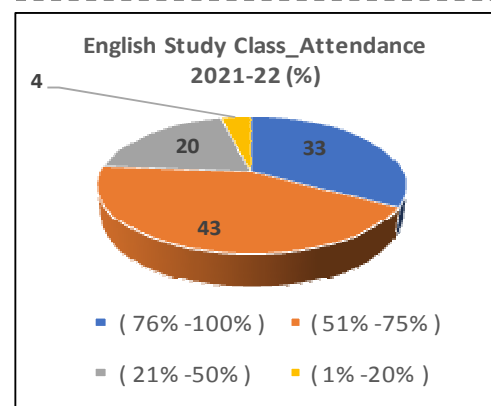
English Study class program has been one of the most enticing program this year for the English Medium school going children from 1st to 4th std. across 14 slum communities in Mumbai city. The Focus of this program is to develop English language skills of Municipal and low-cost school going children.

We had started this program with only 121 children from M East ward in 2016 and now by 2022, we have been able to reach to 2746 children.



- Enabled 96% children from 1st to 4th std to read and write all 26 English Letters.
- 98% children can recognize minimum 500 vocabulary words and helping verbs to be used in their language development process.
- 93% children are comfortable to use grammatical attribute in their language.
- Educated 83% children to form meaning full sentences with the uses of 3-4 letter tutored words.
- 97% children were observed expressing themselves in English Languages comfortably.

- 33% children attended more than 76% of the planned sessions.
- 76% children attended more than 50% of the planned session.



Impact story:

Sagarika, lives with her family in Jijamata Nagar (Worli), one of the know slum pockets of Mumbai. Originally from east India and has been born and brought up in Mumbai's slums. Her family consists of her parents and an elder brother. They don't have their own house in the city as they come from an economical weaver's section, hence living on the rent agreement, which gets renewed or changed every year.

When Sagarika was introduced to English Study program around the month of June 2021, she was not even able to identify any alphabet. Whenever she used to be asked a question on identifying capital letters by the teacher, she used to be speechless and puzzled. Even she was unable to identify with the help of teacher what is written on the board. It did seem to be a very challenging to work on her progress and improvement in the building of linguistic skills.



As the part of next intervention with regards to seek improvement in Sagarika's performance, Teacher tried to reach out the root cause and made home visit to understand her family background, studying environment in and around her. Teacher interacted with her mother and tried to capture the possible ways to work for the betterment. Her mother shared, Sagarika usually is like a quite girl all the time, she even does not interact in her family as well. She always looks like a confused person and does not open up. She always tries to be in her own space.

In order to break the ice, teacher tried to speak with her regularly on one-on-one basis, exclusively paid more attention towards her active participation in the classroom, tried to make her comfortable with speaking by using simple tricks on opening. Teacher used to question her in a very simple way on her likes, dislikes, family and friends around. It was also ensured that Sagarika takes a part in all the classroom activities. She used to love and enjoy drawing with crayons, which she enjoyed, coloring alphabets, and using their pronunciations in a correct manner. In order to gauge her understanding, teacher shifted her focus on worksheet which had all the alphabets to be identified and recognized. She was asked to identify alphabets already learnt by circling them with a crayon, and also pronouncing them. Also, she was provided with an exposure to all the teaching learning materials such as flash cards, picture talk book, two letter sight words flash cards, etc. were also engaged to boost her vocabulary, as well as formation of small sentences.

By now, there has been significant improvement observed in her performance during the test. She is not only able to identify and write all 26 alphabets of the English language without any assistance, but also knows the difference between vowels and consonants. Also, she is absolutely perfect with her pronunciations as well!

Her parents all the way thanks to DSS for bringing Sagarika in main streamline of education and helping her to improve in her linguistic skills.



Ashutosh's mother: "Just in 5 months' time, my son started reading simple sentences in English."

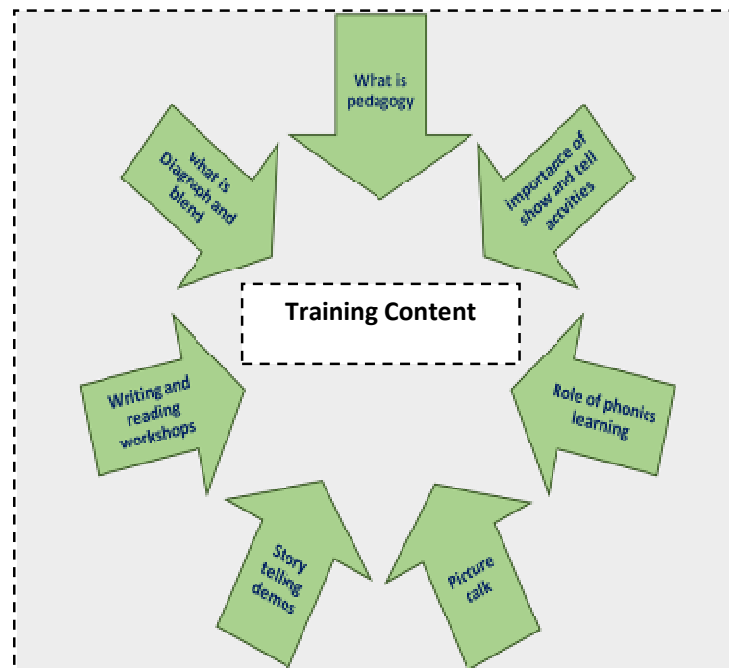
Tanmay's mother: "my son's vocabulary words increasing day by day that's a big thing for me. Thank you, doorstep!"

Capacity building of English Study Class Teachers:



The objective of the TOT was to provide handholding support to English study class teachers to strengthen their pedagogy learning theory to benefit weaker's section populations from Mumbai's slum communities.

21 English study class full time teachers were provided with 30 full days training throughout the year to improve in their teaching skills and adopt new teaching techniques and skills. 100% teachers attended 98% planned training sessions conducted by our training unit.



Trainer's Feedback:

"I must say I was surprised to see the energy and enthusiasm of you all teachers. Despite of our session extending beyond time. You all were very much engaged and actively participating. It was a wonderful visit. We were very happy, to see the progress of the students as well as the efforts of the teachers. The classroom was

"I visited Doorstep (worli, jijamata centre), hats off to the teachers. I was amazed to see how hard our teachers work in the communities. I was very happy to see Hindi medium students singing all the greet and meet songs shared during the trainings. They also are learning as they share their class with the English medium children. Keep it up with all the good work teachers.

2. Balwadi Program:

Early childhood care program has enabled us to reach out to **1711** children in the age group of 3 to 6 years through our Balwadi 52 units in the renowned slum communities of Mumbai city. 51% male participation 49% female enrolment has been recorded this year. 59% of the children have attended more than 76% of the planned classes annually. Teachers and facilitators have emphasized on developing children's basic literacy and numeracy skills in conjunction with holistic development of the child with regards to mental, physical, and emotional growth.

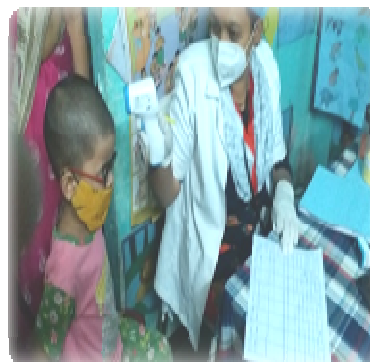
More than 9000 classroom session were performed during this year. Following are some classroom activities were conducted.

- Introduction to geometric arts and designs
- Exposure to practice knowledge and gain marketing skills
- Building word bank / vocabulary by reading various types of reading material
- Self-expression through innovative approach.
- Learning through games and outdoor activities
- Identification of digits and knowing math's concept



Impact story:

5 years old Manvi has been with DSS for two years now. She lives in Natwar Parekh area with her family, which consists of his parents, grandfather and brother. Her father works as a watchman, while her mother helps make ends meet by doing sewing work from home. Manvi was irregular in her attendance. We found her to be a very quiet child, who would keep to herself. She would play by herself and not mix around with her class mates. One peculiar thing about her was that she would take the support of the wall, while getting up. Her other hand would be placed on her knee. This was noticeable in class activities too. She never took part in one of the activities that involved jumping. At times, she would also cry.



Noticing all this, our teacher met Manvi's mother to discuss her overall health and well-being. She came to know that Manvi's behavior at home is similar to her behavior at the Balwadi. The teacher impressed on her the need for good nutritious food for Manvi. This was because Manvi appeared quite weak and would often fall sick.

Next, Manvi was taken for a medical checkup. After examination, the doctor advised her to be taken to the Hospital for a thorough checkup. There, the doctor detected lack of calcium and nutritious food as the root cause of her distress. Manvi's mother was advised to ensure Manvi receives a balanced diet, plenty of sunshine and oil massages.

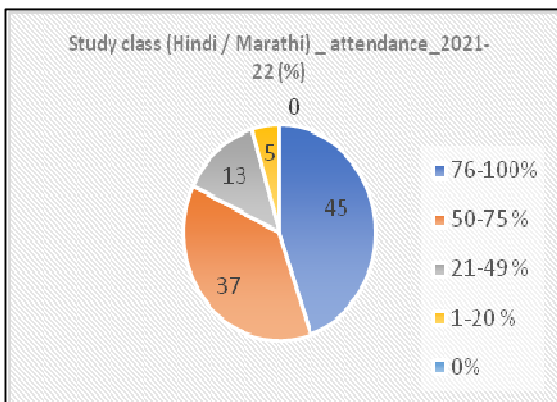
Since the last three months, Manvi has been attending our class regularly. She has let go of her hesitancy and joyfully participates in all class activity. Simultaneously, there has also been an improvement in her physical condition. Unlike before, she is now able to get up without any support and also able to jump. Manvi's mother has been following all the instructions that she received from the doctor. Both parents have expressed their gratitude to DSS and continue to appreciate our contribution.

3. Study Class – Hindi / Marathi (Improving Foundational Literacy and Numeracy)

The primary focus of the Hindi and Marathi study class program has been to improve in literacy and numeracy skills of I to IV std municipal school going children in slum communities. The project has also emphasized on developing children's reading and writing skills alongside parents also were actively engaged to educate children to cope up with the frequent convertible education system. Total **1175** children were benefited through **46** study classes.

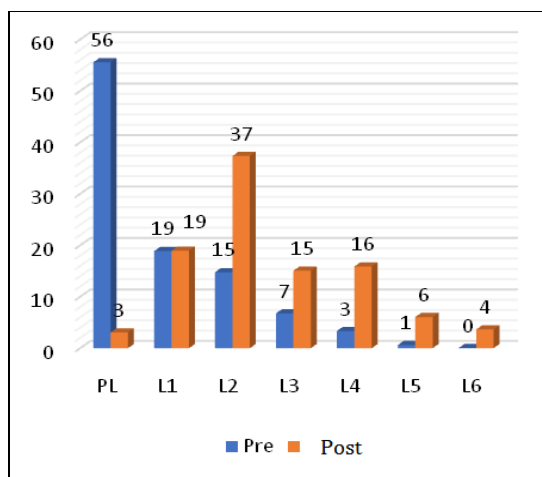


Attendance:



- 45% of the regular children have attended more than 76% of the total classroom session in year.
- 82% of the children from study class have been able to attend more than 50% of the classroom sessions were planned for the year.
- 13% children recorded under attending 50% of the classroom sessions.
- Only 5% children were not able to give time to the classes.

Literacy Performance percentages:



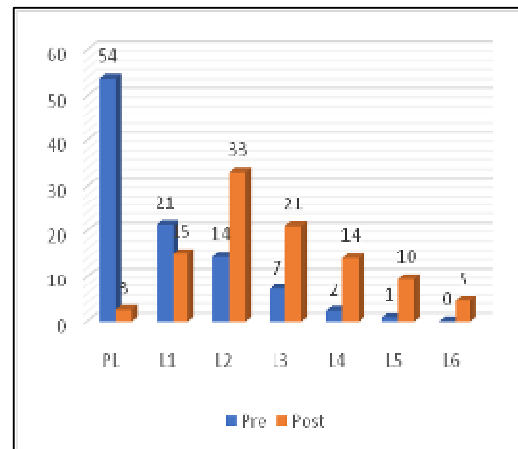
- 97 % of the children from 1st to 4th std. were able to identify minimum 21 letters, 3 Marta's and simple 3 letter words during the post test, wherein 56% of them were unable to recognize the same at the beginning of the year.
- 78% of the children can read and write 3-4 paragraphs or an essay with minimum 10-12 sentences independently on any subject confidently, wherein only 26% children were recorded in this category at the time pre-test.



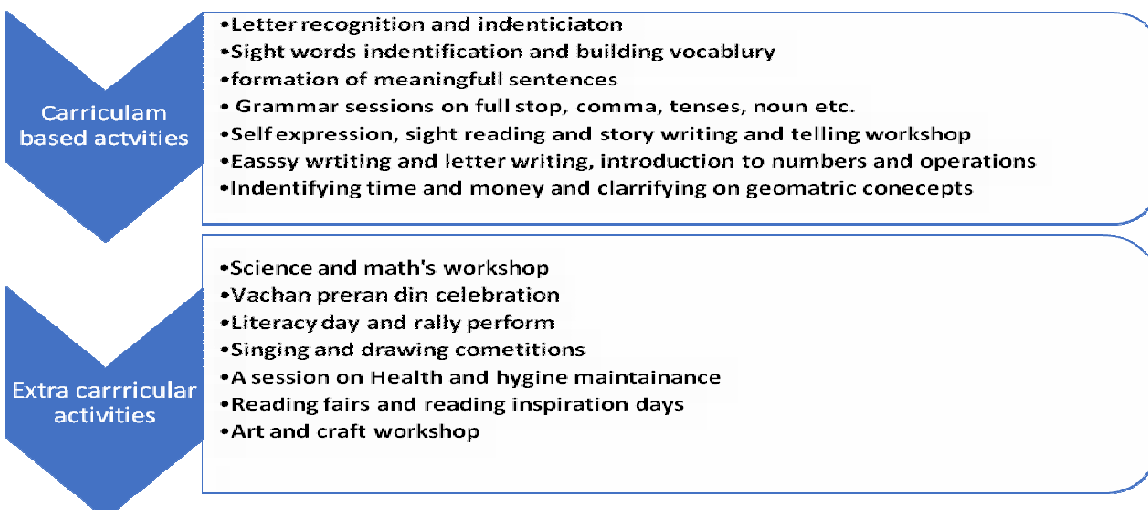
Numeracy Improvement:

Numeracy Performance percentages:

- ✓ 97 % of the children from 1st to 4th std. were able to identify minimum 21 letters, 3 Marta's and simple 3 letter words during the post test, wherein 56% of them were unable to recognize the same at the beginning of the year.
- ✓ 78% of the children can read and write 3-4 paragraphs or an essay with minimum 10-12 sentences independently on any subject confidently, wherein only 26% children were recorded in this category at the time pre-test.



Study class classroom activities performed:



4. Reading Promotion:

Reading promotion / home lending program has been one of the innovative emerging initiatives this year.

It was observed and reported that more than 70% of municipal school's children (form the economically weaker's section) in Mumbai, had no access to online education at home and school level as well to continue with their education during the school closed tenure due to universal pandemic. This was the biggest challenged faced by the school going children and their parents, which eventually led their learning loss at the larger scale



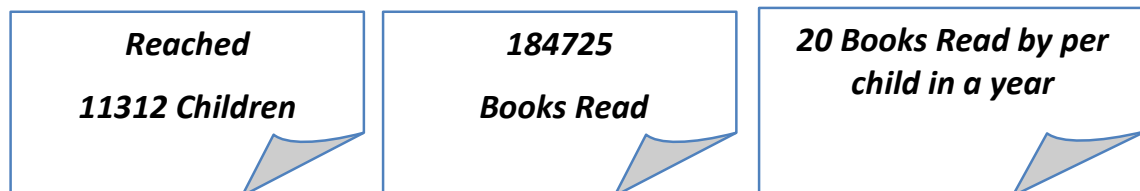
Door Step School has addressed the problem of learning loss of school going children. Multiple strategies were planned to ensure continuous learning of the most disadvantaged children in the society. Making reading literature available at child's "Door" was one of the successful models followed to bridge the gap of learning loss.



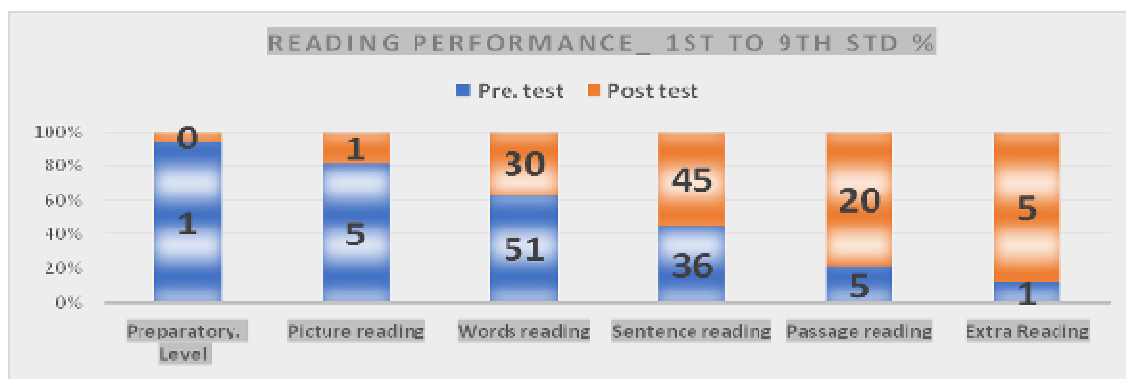
Reading promotion was carried out by the field team throughout the year to enhance reading skills and develop reading habits amongst the school going children of 7th to 16 years of age group. The response to reading promotional activities was recorded positive and tremendous. Children loved participating in these activities and enjoyed their participation by narrating the diverse stories they read from the books. Even parent's response to these program and activities was

recorded very positive and there was huge demand was created to promote language building skills as school were closed and children had no access to new reading material to keep the academic performance going. Children were also found enthusiastic and encouraged to adopt new reading habits and pass it on to their friends and siblings.

Reading Promotion	Children	Units	Communities
Home Lending	7955		25
CLC	2283	16	8
Mobile Library Van	647	1	6
Study Centre	427	3	3
Total	11312	20	42



Reading Promotion Impact Assessment:



- ✓ 57% of the children were recorded poor at reading levels 1-6 during the pre-test at start of the year, wherein they were unable to read and recognize even 4-5 sentences comfortably, the same was dropped down to 31% at by end of the year.
- ✓ Only 42 % of the children were recorded reading language fluently and comfortably with grammar etiquettes at the time of pre-test, 70% of them are recorded performing the same very comfortably during post- test.
- ✓ Only 5% children were recorded reading passages comfortably with language fluency during the pre test, the same has jumped to 20 % by the end of the year during post test.
- ✓ Only 1% children were recorded during pre -test at level 12 wherein they were found comfortable with passage reading and extra reading (hardest level) , the same has jumped to 5 % by the end of the year .

Impact Story

14 years old, Avinash Umesh Gupta, studies in 8th std at Deonar Municipal school, M East ward- well known slum pocket of Mumbai city. His family is consisted of five members including his mother, father and two sisters. His father is an auto driver by profession and mother is a housewife. This family belongs from economically weaker's sections and keep fighting for their livelihood generation as they do not have enough income sources due to less literacy achievements. Being responsible adolescent, Avinash has to support his father by performing some commercial activities on streets of the city.

Despite of study lover Avinash has to skip his studies and put a chinses stall to support his family economically. His academic performance also was observed unsatisfied as he is not able to dedicate his time for studies. Out teacher inquired on his academic involvement and professed with his mother. Our teacher was shocked to know on the fact that his parents were more than happy for his commercial performance rather than academic.

Teacher followed up on this regularly, met Avinash on the chines stall and checked with him for his interest in studying and reading further. Teacher was happy to know from him that he really loves studying and reading but unable to take it up because of his commercial schedule. Teachers asked him if he is provided with an access to language developing book at his stall itself, would he be interested in reading those books in free time. He was delighted to know on this offer and instantly agreed for the same. From next day onwards, he was given an exposure to reading various kind of social, educational, and interpersonal developmental books at his place only.

Simultaneously, his parents were made aware on the significant role of the education in the holistic devotement of their child and how he can have better future ahead and avail multiple good livelihood opportunities once he receives higher education. His parents were convinced and admitted their mistake and promised they would ensure Avinash would receive maximum opportunities to undertake his further studies and readings activities. By now, Avinash takes more interest in reading several types of books. He can read language books very comfortably and fluently with all the required grammar antiquates. His reading skills has been moved from 4th level to 7th level by the end of this year. His

next goal is to achieve reading level 12 with the help of teacher. His favaroute book is "**Mehmat ka Mantra**". He has read 28 books throughout the year. His parents are grateful to DSS teacher for giving him such a wonderful opportunity and access to reading materials.



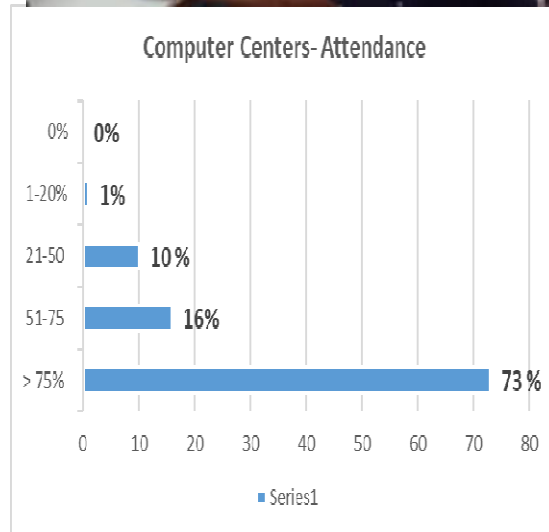
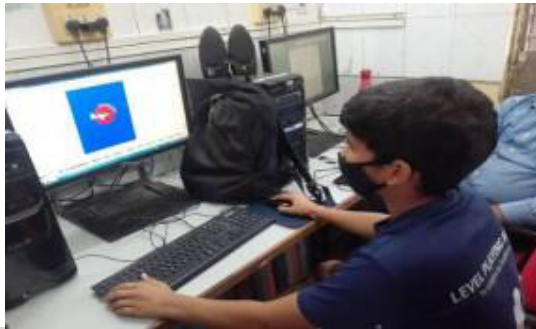
Reading Promotion

CLC

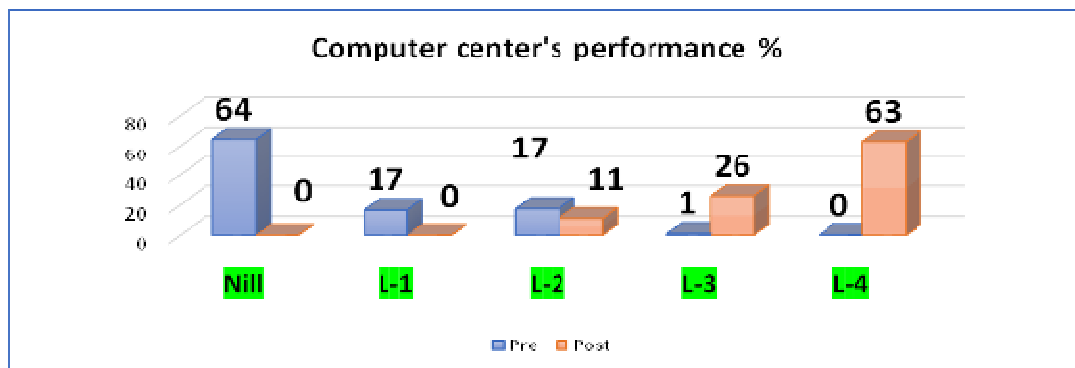


5. Computer Education:

Computer education have been known to improve the performance of the students by helping them to engage better with their education activities . It's believed that computer in education completely enhance students' mathematical knowledge, critical thinking, and improve scores, besides helping with problem-solving. The response to the computer centers this year has been overwhelming.



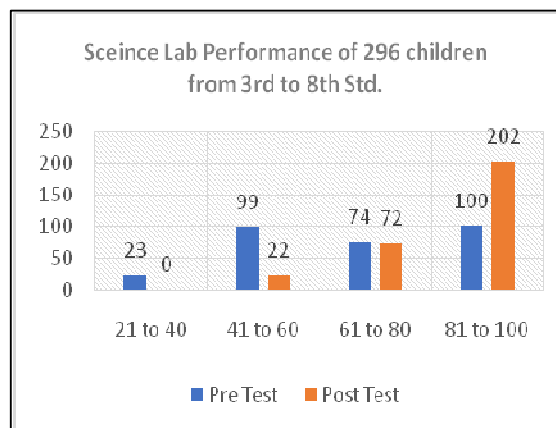
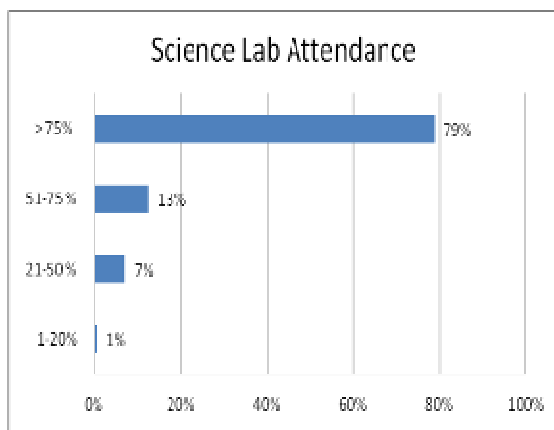
- **2681** children are reached out through 7 computer centers
- Female participation is recorded more than male participation
- 73% of total children attended more than the 75% of the regular classroom sessions
- Despite of busy school and other activity schedule, 89% of the children have attended more than 50% of the classroom sessions
- 99% children were sustained in the program till the end of the year.



- 100% children are recorded moving to the next level of computer learnings by the end of the year, wherein 64% of them were recorded extremely poor (Nil) during the baseline test at the start of the year.
- None of the children was recorded at level 4 during the pre-test, the same has jumped to 63% by the end of the year.

6. Science & Math's Lab:

The Science and Math's lab has been able to improve in Scientific and Mathematical understanding and concepts of 313 school going children from 3rd to 8th Std. It is helping children to cope up with schooling subjects and benefit in scoring the desired numbers in exam. Altogether, 1760 classroom session have been performed throughout the year under the leadership of adequately trained teachers. 100% children loved and enjoyed their participation in experiencing experimental classroom activities such as Blood Definition, pollution around the globe, Energy reflection, Chemical Bonding and chemical Change, Living World (Biology), Geometric shapes Numerology, Replica contours, symmetric, chronometer etc.



- 92% of the children have attended more than 50% of the classroom session were conducted.
- 95% of the total enrolled children (296/313) were able to sustain in the program till the end of the year.
- 50% of the children have scored more than 80% numbers in Written and practical test during the post test.



7. Catering Mental Health of children and their parents:



Addressing mental health challenges became more vital during the global pandemic consequences for everyone, including children and adolescents. . It has been studied and documented by the several developmental organizations those have been working in the field of children and their development that mentally healthy children function well at home, in school, and in their communities and have greater chances of leading a happy and successful life. However,

there are very few organizations have an approach to work with adult and children at mentally risk. We, at Door Step school, set a vision this year too to address those mental health challenges.

Objectives were carried out:

- To provide general mental health support to the children and parents for mentally well being
- Create general mental health awareness at slum communities and Municipal schools' level
- Address children's academic developmental challenges occurred due to mental health issues.
- Help and support children to cope with the schooling environment when school reopens.
- Provide one on one counselling and clinical referrals to children in special cases where ever required
- Encourage people to talk about mentally well being and seek help for the same without any fear.



4118 children and parents benefited, below topics were covered through 166 online sessions.

Aggression and Anger Management
Being Kind to you Mind
Dealing with boredom of pandemic
Gaming & social media
Managing Emotions during the Pandemic
Mindful Parenting
Studying from Home
Peer Pressure

8. Digital Literacy:

This year, online education was the key channel adopted by the education system to continue with children's uninterrupted education, however it was observed and reported that more than 70% of municipal school's children (largely from the economically weaker's section) in Mumbai, had no digital access at home and school level as well to avail the benefits of online education during the school closed tenure. This was the biggest challenge faced by the school going children and their parents, which eventually led their learning loss at the larger scale. Door Step schools, has attempted to bridge this gap by making 400 digital devices available at their door. Children and the parents were delighted to receive this kind of support when they were in the educational crisis and had no opportunity to continue with their learning's. With this support more than 6000 children have been able to attain digital literacy at desired level.



(Teacher)

Tabs have helped us a lot in teaching and learning for kids. Children who were less engaged were helped to increase their participation and concepts that would have been difficult for children to understand were made easier by the tab.

(Student)

I enjoy studying math and languages on Tab. I solve math on tab. Studying on a tab leads to faster recall and longer

9. Balsamuha Groups-Strengthening adolescent children to protect their child rights:

Balsamuha, is the group of adolescent children in the age group of 12 to 14 years, who come from the weaker section of the community with the vision to develop their communities, protect their rights, sensitize community people on protecting child rights and promote educational awareness in their locality.

In 2021-22, Door Step School, Mumbai has been able to engage **559** children through 22 groups across 10 slum communities. 200 plus Balsamuha group meetings were conducted throughout the year wherein children get an exposure to develop their life skills, social values and awareness on the child rights and protection.

Many of our Balsamuha alumni's have been emerging as a social change catalyst, leaders in their respective communities and being adored by the community people for their contribution in the community development process. Many of them are promoting literacy activities and encouraging others to attain educational benefits and being socially responsible at the same time.

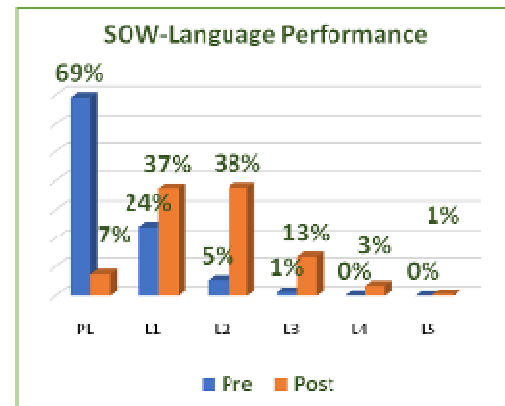
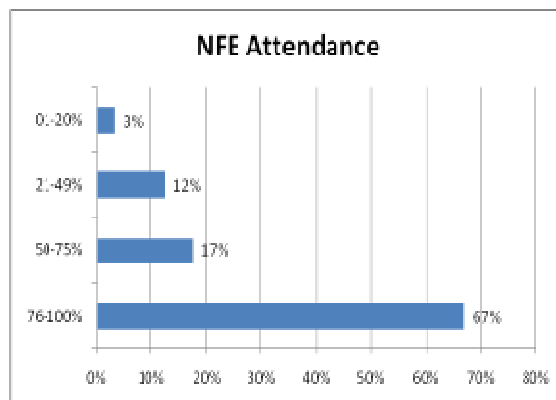


B) SCHOOL ON WHEELS

School on Wheels, (a bus designed as a mobile classroom) is our one of the leading program for the street children of Mumbai. It is the most successful channel that reaches out to most deserving groups of out of school children. i.e. street children and pavement dwellers. The bus itself takes education to every child at his / her door where there is no easy access to school and the physical classroom is restraint.

Key achievements: School on Wheel

- This year we have been able to benefit **845** street children from 20 locations with the help of 5 schools on wheel buses.
- 105 Children were facilitated to get enrolled into Formal Schools and continue with their schooling.
- 84% of the children have attended more than 50% of Non-Formal Education classes regularly
- 100% benefited life skills sessions and were made aware on the social values and being responsible citizen.
- 97% of the enrolled children were sustained in the program till the end of the academic year.
- 60 % children were continued with the program from last academic year -2019-20
- 93% children are observed able to identify and recognize letters and words and could do basic number operations, easily.



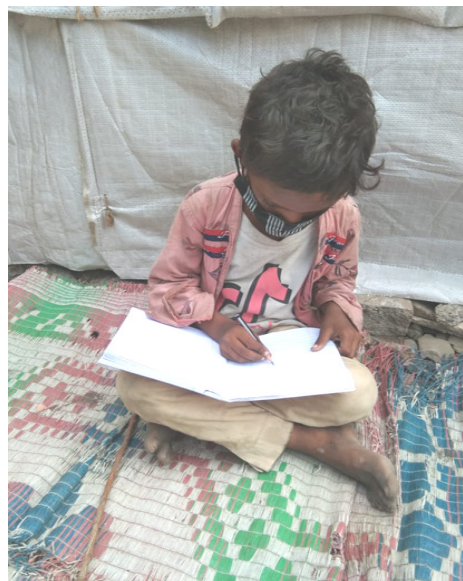
Impact Story

7 years young Akash Jadhav residing on pavement near Raghuleela mall Borivali. He has one young brother and both parents.

Aakash's parents are uneducated; they live on road side in plastic shanty with no light & electricity. Aakash's father arrested by police for some issues, and he is in jail. Aakash and his mother collect garbage from the road to earned & survived. Aakash also takes care of his younger brother when his parents are not around. During class time he used to go to temples & on roads to begs with his younger brother. His mom was also careless about her children not allowing them to come to School on Wheels for study.

After long discussion and follow up visits by DSS coordinator and teacher with mother and neighbors, she was convinced to keep the children away from begging and the robbery. Mother was encouraged by giving various examples and visit to the classroom for sending the children to school for better future.

Aakash was persuaded by DSS and made him understood the importance of education in one's life. Instead of begging he was encouraged to sell the flowers or garbage bags on signal to earn money. His interest to education was urged by introducing digital learning in classroom. Now Akash discusses with other children in class, he wants to become good person in life by completing his education and want to help family. He has reached to level of reading and writing much above his expectation. We are encouraging him to get enrolled to formal school for higher education.



New Initiatives - Mid-Day Meal

Mid-Day -Meal program is one of the new interventions has been supported by the Rotary club of Sobo -Mumbai. 640 most disadvantaged and roofless children have been supported with one time meal support for the day.

There has been a tremendous response from the children and parents as well to these initiatives that resulted increase in children's attendance and classroom performance. Parents are delighted with this support to their children and have received some relief to cater their nutritional needs. It is formally recorded that many of the children have started attending NFE classes regularly on time and also have been getting involved in all the classroom activities actively.

Some of the children used to beg for their afternoon food and keep wandering as their parents leave for the job early in the morning without any cooked food left at home. Since these children have started receiving one time meal on school on wheel bus their begging and wondering activities have been completely stopped.



C) SCHOOL PARTNERSHIP PROGRAM:

Persistently, even this year too COVID-19 epidemic continued to interrupt children's education across our project locations. Children from deprived background were severely disturbed economically and emotionally. Most of our beneficiaries have taken a major heat due to the lockdown which converted into their learning loss. When schools were responded in the midst of the year, it was observed majority of the students have lost their learning's which they had acquired before the lockdown was announced.

For a time being, we had shifted our focus from schools to community wherein there was an ease access to reach out to every child to bring them back into the fold of education. Despite of many challenges, we have been able to plan our interventions at school level in collaboration with school management. Establishing a strong rapport with the school authorities was not an easy task as there were many bureaucratic changes occurred frequently in their system and we had to push them very hard for the official permissions to undertake the activities in their premises. With the help of such a rigorous follow up and in-depth intervention with schools, we have been able to reach out to more than 500 children in 4 Municipal schools by conducting educational workshops and seminars such as science workshop, Maths's workshop, reading promotion, Mental Health Dance Moment Therapy with school children from std. 3rd to 8th std.

“Featured programs”

First step
forward

Remedial Class

Reading
Promotion

Mental Health
Program

SMC Program



Children who experience early childhood education programs improve in their social skills and do better in school. They also learn essential life skills that stay with them forever. Most importantly, preschool is a place where children have fun in a safe and loving environment.

MCGM Balwadi

275 children from 9 MCGM Balwadies were given an exposure to strengthen their nursery education and improve in health and nutritional conditions. Alongside, children were prepared to cope with primary schooling environment and encouraged to continue with their school going process. 8 Balwadi Teacher's trainings were provided to 9 Teachers professionally by DSS internal training cell to build teacher' capacity, adopt child centric approach and new teaching methodologies.



Personality Development program of municipal School going children

The program aims towards preparing municipal school going children between the age group of 8 years to 11 years from lower-income backgrounds for their journey into the world that has largely remained out of their purview due to lack of access and exposure.

It focuses on building a larger understanding amongst children and young adolescence regarding mental health. Understanding the importance of mental health has to be built in the beneficiaries. This, in a larger perspective, develops their personalities by facilitating processes of individual awareness and transformation. The process of tapping into inner resources and harnessing inner potential empowers individuals with the confidence required to face every situation in the world outside.

222 children benefited from this intervention at Municipal school level.



D) TRAINING CELL:

Teacher capacity plays a central role in the attainment of foundational skills of the students. Development of early language and literacy, and mathematics skills is crucial for building the foundation for future learning. Therefore, strengthening teaching-learning of early literacy and mathematics is very much essential.

Door Step School, Mumbai has set its internal training cell to build the capacity of all the teachers and encourage them to adopt and initiate new teaching learning techniques and methods to benefit children in an effective manner. 100% teachers have been trained on using google forms, google sheets and digital devices to perform their day-to-day activities efficiently and reducing their paper work. **Teacher Training program** aims to shift focus on a teacher-led process to learner-led activity and experience-based learning process, where the learning of concepts and topics is considered complete only if the learner is able to demonstrate its application to solve problems in real-life situations.

Our Training Cell also were invited by the external organizations to provide out training content and modules in order to strengthen their field team's capacity. Organizations such as Ambuja Foundation, Adhyayan and CASP are few of them who believe in our teaching methodologies and deliverables to benefit first generations learners.

This academic year of 2021-22, our training cells have been able to conduct 103 days training for all the field level 101 Teachers. The primary objective of the training cell this year was to make teachers digitally literate and adopt this technology to impact maximum children thorough digital and online education.

S. R.	Project	Training Conducted	Online	Offline
1	Community Balwadi Teachers	26	17	9
2	Govt. Balwadi Teachers	8	8	0
3	Study / NFE Class Teachers	31	16	15
4	Home Lending Teachers	15	10	5
5	CLC Teachers	23	14	9
	Total	103	65	38



8. Networking and impact of volunteering

- In the year, we have collaborated with various partners along with continuing our existing partners. Most of our collaborations helped directly to children in communities and in schools.
- The partnership is initiated with **Mpower** for the mental wellbeing of beneficiaries of Door Step School-Mumbai children. More than 3400 children participated in 136 webinars/seminars organized by Mpower.
- Mpower, an initiative of Aditya Birla Education Trust, led by founder Mrs. Neerja Birla, is a mental health organization that partners with organizations to create a positive mental health environment and stamp out the stigma of mental illness from the workplace through creative workshops and training. Ultimately, the goal is to destigmatize mental health and encourage people to seek help, without shame or fear.
- "Chimple kids " digital App (developed by **Sutara Learning Foundation**) benefited our English Study class children to develop their English Language.
- **The Purple Ribbon Collective** organization founded by students of Government Law College, Mumbai conducted 20 sessions for our children on "Safe and Unsafe Touch".
- **Artscape Foundation** conducted 3 interactive sessions with our children in Municipal Schools. They conduct sessions using music, body movement, drama, art, meditation, and journaling that encourage participants to deep dive into their inner resources, recognize potential, develop their personalities, prepare them to be responsible adults and showcase the best version of themselves in every aspect of life.
- This year **Muktangan Education Trust** partnered with us for the English Teacher Training and provided 31 training to our 23 English Study Class Teachers.
- **Ek Tara publication** collaborated with us this year and sent us 350 Covid-19 Awareness booklets. We distributed these booklets in our different communities and children learnt a lot from the booklets.
- **Rotary Club of Sobo** along with Ratna Nidhi Trust has partnered with us this year and is providing Mid-Day Meal to our 160 School on Wheels children.
- **M/s. Hare Krishna Movement Charitable Foundation (HKMCF)** has partnered with us this year and is providing 700 free Mid-Day Meals to our School on Wheels children.
- 76 staff member's Covishield 1st and 2nd Vaccination for Covid-19 has done by the organization with the help of local authorities.
- Our donor partner **Deloitte** planned and conducted 9 workshops and sessions through their employee volunteers with our 120 children.
- Employees of our corporate donor **Best Alternative** planned and conducted 5 sessions with our 100 children.

- **“Connect For”** volunteer organization has organized and conducted different online sessions for our children.
- **Future Recyclers Foundation** which works to create awareness among citizens about different types of waste & explore sustainable ways to manage waste conducted a workshop ‘Composting at School’ for our community children. They also donated three composting units of 50 kegs each for our children to start composting the organic kitchen waste.
- **Hill Spring International School** students conducted an online presentation of their math’s projects and sent our children the Math aids/resources prepared by them.
- **Adenza Company** organized a Dental Checkup camp for our 45 School on wheels students and provided them with a Dental Hygiene kit.
- Around 80 volunteers were part of our Online and offline volunteering program. Some of them were our corporate donor partners and individual volunteers.
- This year mainly the volunteers conducted online/offline English teaching, theme based storytelling, arts and crafts, and different life skill sessions. Few volunteers have done photo and video shoots of our programs and communities for the organization.
- This year our children have received a lot of gifts, books, meals and other material from our supporters and well-wishers to whom we are very thankful.



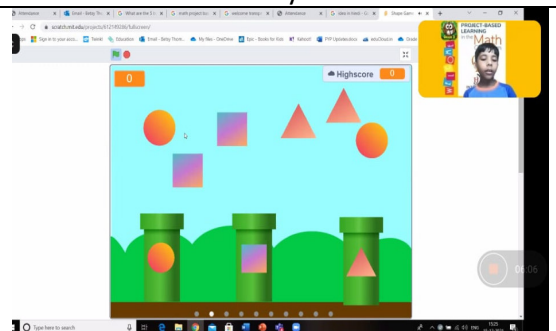
Safe unsafe session taken by vounteers



Mid Day Meal



Science Workshop



Hill Spring International School students
Presentation of math’s projects

9. Challenges faced during the year and Mitigation plan

- I. Finding an adequate and dedicated new teachers and their sustainability has been the constant challenges.
- II. Developing the curriculum framework for English Study class program wasn't the ease task with limited resources; however we have been able to design the complete curriculum to refer for developing English Language of the slum children.
- III. Covid 19 enforced limitations to reach out with full of capacity across scattered geographical project locations.
- IV. Migration and community shifting of the children and parents in between the academic year, is again a barrier in the educational development process of the children. We regret we cannot provide our quality services to such children; however, we try to track them and ensure their school going continued at their native place too.
- V. Most of the community members were reluctant to avail vaccination benefits as there were many myths and misconception involved around, it has taken more than sufficient time to convince them.
- VI. Some of our project land is owned by the government entity and their officials always push community members to make it free for them, community members are always in threat of being roofless at any point of time, this affects on children and parents' engagements in our activities.
- VII. Mismatch between school schedule and DSS class schedule was the most hectic process to plan session as school going children used to receive an invitation from school to join online classes anytime as per school teacher's convenience.

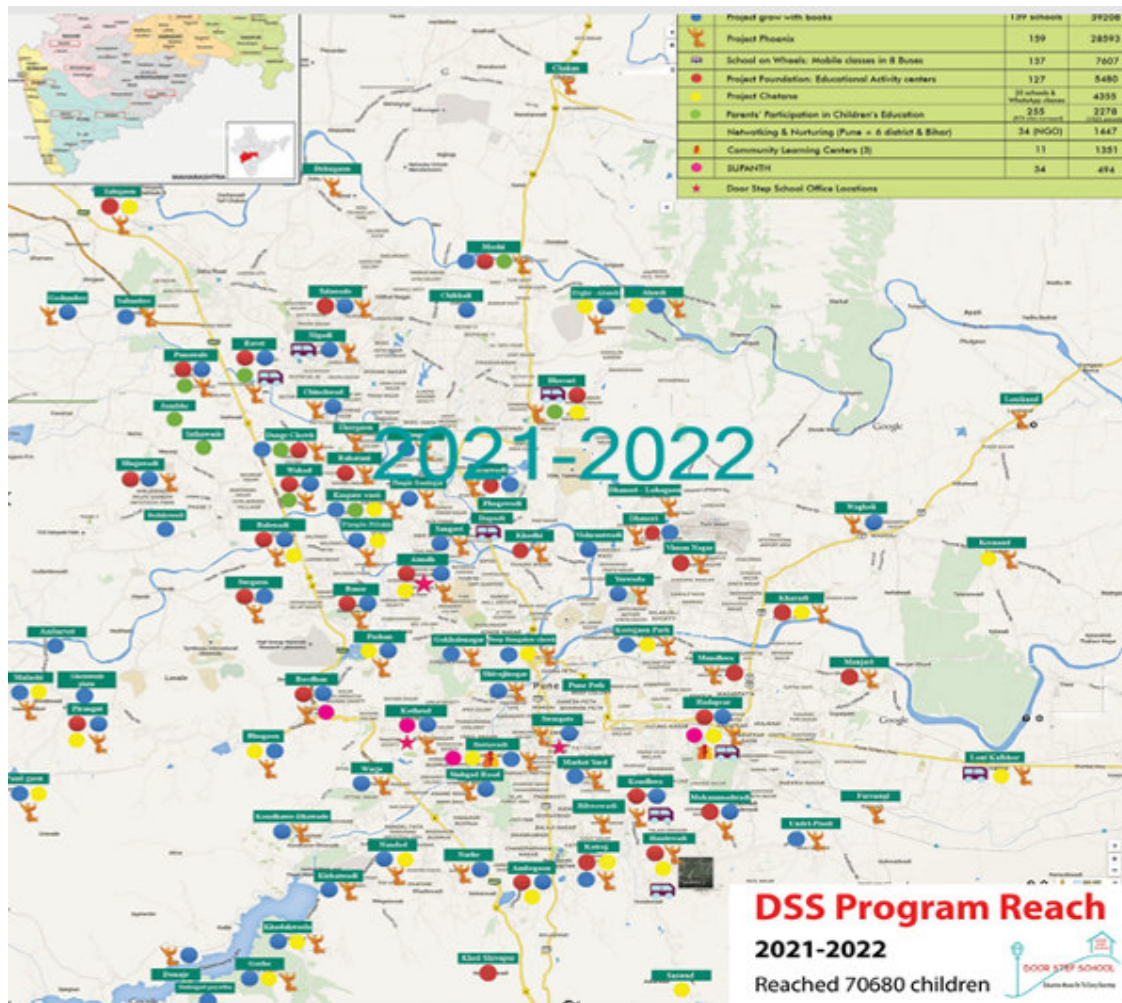
10. Way forward- 2022-23

- Strengthen School Partnership Program.
- Incorporate Foundational Literacy Numeracy initiative under NIPUN BHARAT (an initiative by Education Ministry)
- Promote Reading Promotional Activities
- Encourage children to be Digitally Literate
- Facilitate Formal School Registrations
- Human Resources Capacity Building
- Program reviews and impact assessments
- Encourage parents to participate in their child's developmental process
- Sensitize children to protect their child rights and children's participation
- Promote Educational activities and celebrate educational landmark days.

THE SOCIETY FOR DOOR STEP SCHOOLS, PUNE

2021 – 2022

A Glance



Programs	Number of Sites/ Schools	Number of children
Community Based Programs	530 locations	18163
School Intervention Programs	139 schools	43563*
New Initiatives	193 locations	29087*
Total number of children covered		70680

A Snapshot

The Society for Door Step Schools (DSS) was founded by Prof. Rajani Paranjpe, her ex-student Mrs. Bina Lashkari and other colleagues from Nirmala Niketan College of Social Work in Mumbai in 1989 and later expanded to Pune in 1993. DSS, through its Community and School Intervention programs addresses the 3 main challenges of the public education system i.e., Non- enrolment, Drop outs and Low Learning Levels. DSS also works with parents, community members, schools, government officials and School management committees to raise awareness and increase their participation towards continued education of the children

“300+ volunteers have engaged with 600+ children through different activities throughout the year. We are very grateful to all of them who support us directly and indirectly for supporting us.”

LAUNCH OF PROJECT PHOENIX & SUPANTH

PROJECT PHOENIX

Project PHOENIX is our response to the loss of learning due to the pandemic induced school closure. Launched in November 2021, Project Phoenix aimed to work on the Foundational Literacy and Numeracy (FLN) skills of children (6 to 12 years) and get them ready for school before the new academic session began in June 2022

“We started with 5000 children in the second week of November 2021 and enrolled 28,593 by March 2022. By June 2022, more than 5000 children had reached expected reading levels.”



PROJECT SUPANTH

With project SUPANTH we have added a new dimension to our work both in communities and in schools. In schools our target will be students of sixth to eighth grades. As per the New Education Policy, annually there are ten Bag less Days which are to be used to introduce various trades to students and gradually equip them mentally to move in the direction of an appropriate career choice. In communities SUPANTH's target will be the youths who are not in mainstream education and seeking employment. Here we will guide them to different skill training institutes, help them get admissions to courses and finally find suitable employment.

“2021-2022, SUPANTH undertook the following activities:

- Surveyed 314 youth from 30 communities.
- 54 youth progressed to further training and placement.
- 180 children of sixth standard from 4 schools benefited from a 10 Bag less Day program to introduce children to different vocational trades in society.”



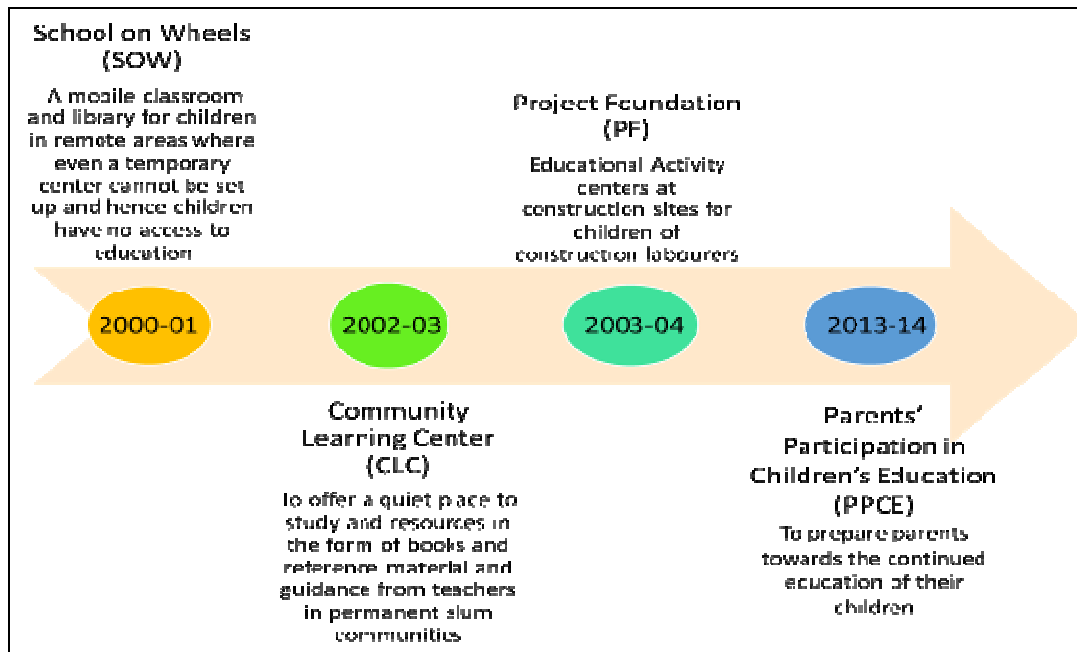
Covid-19 Vaccination Drive

“DSS was part of COVID 19 vaccination awareness and facilitation drive. With the help of our funding partners VIBHA and TCE, we created awareness among more than 40,635 parents and vaccinated 14,475 parents.”

2. Community Intervention Program



“Community Intervention Programs enabled 16,716 children to continue their learning”



Community Intervention Program - Primary Activities

1. Balwadi (kindergarten)

School readiness program for children (3 to 6 years) to prepare them for formal schooling. Activities focus on developing language and arithmetic learning and physical development.

“Benefited 2819 children throughout the year”

2. School Enrolment

School enrolment of out of school children from 6 to 14 year age group.

“Mainstreamed 1206 children by enrolling them in government schools”

3. Study Class

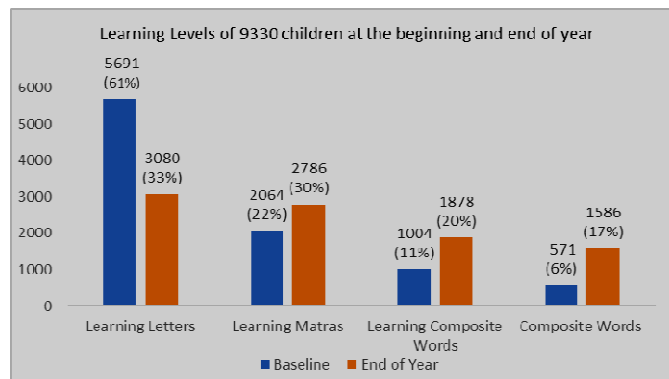
These classes are conducted for children between (6 to 14 years) to provide study support and to work on their FLN skills.

“These classes have supported the learning of 9330 children”

4. Library Activity

This has been one of the primary activities at DSS since inception helping children develop a reading habit. Children get to read books at the centre or in mobile library through School on Wheels.

“Library activity in communities has benefited 3473 children”



Community intervention program - Support Activities

Sr. No.	Activity	Activity description	Outcome/s
1	Crèche	<ul style="list-style-type: none"> Day care facility for children from 3 months to 3 years only at Educational Activity Centers at construction sites 	<ul style="list-style-type: none"> 1755 children (3 months to 5 years) benefitted, Increase in number of older children attending school and being able to continue their studies
2	Follow up of migrated children	<ul style="list-style-type: none"> Connected to parents through phone numbers Shared practice material with children prior to migration Engaged with children through online classes till they were enrolled in school in the new location 	<ul style="list-style-type: none"> 3463 children migrated 2662 children (77%) are tracked; out of these 2003 children (75%) are enrolled in school in the new location 352 migrated children are continuing their education through online sessions

Sr. No.	Activity	Activity description	Outcome/s
3	Increasing Parent Participation	<ul style="list-style-type: none"> Conducted regular online group meetings and one to one phone calls during lockdown 	<ul style="list-style-type: none"> 10320 parents helped to develop connect and bonding between families.
4	School Transport	<ul style="list-style-type: none"> Providing school transport ensures children's regular attendance in school An escort is also present to accompany children 	<ul style="list-style-type: none"> Schools began in the month of February 2022. Hence this facility benefitted 120+ children for two months.
5	Monthly Projects	<ul style="list-style-type: none"> Aim to facilitate learning on various topics through project method Monthly topics are pre-decided. For e.g., fruits, flowers, community helpers etc. 	<ul style="list-style-type: none"> 14673 children benefitted from the activity These activities helped children to improve vocabulary, know about new things, articulate thoughts, express in different ways – audio stories, written essays, drawings, preparing models etc.
6	Science Activity	<ul style="list-style-type: none"> Aims to give hands on experience to children through conducting different experiments 	<ul style="list-style-type: none"> 12886 children benefitted from this activity to develop a scientific attitude
7	Events	<ul style="list-style-type: none"> Different national and international days and festivals celebrated with children online Various competitions also conducted among children – essay writing, storytelling, reading 	<ul style="list-style-type: none"> 14831 children benefitted from these events Children came to know the importance of days / festivals / people, why a certain thing is followed etc.
8	Life Skill sessions	<ul style="list-style-type: none"> Aim to inculcate adaptive and positive behaviour in children and equip them to address the challenges of life. These are conducted with adolescent children in our Community Learning Centers (CLC) 	<ul style="list-style-type: none"> 39 children from our CLC benefitted from these sessions Children were able to open up and put forth their questions without hesitation.

3. School Intervention Program



Project	No. of Schools	No. of children reached	No. of parents worked with
Grow with Books	139	39208*	6502
Teach Them Young	66 schools / 33 communities	21968*	NA
Chetana	20	4355	4236

*Same children avail multiple services.

Grow With Books

DSS has been the pioneer of Project Grow with Books (PGWB) since 1999 which is one of the largest projects run by DSS. PGWB is run in Municipal and Zilla Parishad schools. The children come from low-income communities and enrolling them in schools is just the first step. They need guidance and support to continue their education.

The year 2021-22 was a challenge in every way. DSS redesigned its projects to cater to the need with respect to the situation. Since the schools were closed, PGWB was also redesigned to reach out to children enrolled in municipal schools and children who are in the communities near these schools. Both online, as well as offline modes of reaching out to these children were used.

“39208 children have benefited from various activities under PGWB.”

Project Chetana

Project Chetana is run in collaboration with three other NGOs namely, Swadhar-IDWC, Snehdeep Janakalyan Foundation, Identity Foundation with the PMC education department. This initiative aims at strengthening the PMC pre-school education system through

intervention in 60 PMC schools and hand-holding support while PMC shoulders the responsibility of continuation. Project Chetana follows the “Aakar Syllabus” which is developed by the State Council of Educational Research & Training (SCERT), Maharashtra.

“Project Chetana benefited 7747 children and 5892 parents. Out of these DSS reached 4535 children and 4236 parents.”

Teach Them Young

Our experience of more than 20 years of working in government schools led to the launch of Teach Them Young (TTY) with the aim to inculcate good eating and sanitation habits among children. While we work with children from *Balwadi* (pre-primary) to 4th grade, we also work with school authorities, teachers, school management committees and local administration to make the program sustainable.

“Educated over 21968 children from 66 schools and 33 communities regarding hygiene and sanitation.”

4. Parivartan Training Centre

Started in 1999, the training centre, ‘Parivartan’ has been the backbone of DSS, supporting all capacity building requirements for the staff for effective and efficient implementation of all our educational activities on the field. During COVID-19, ‘Parivartan’ played an important role of imparting training sessions on awareness about COVID-19 and the necessary precautions, for the entire DSS staff. This information has percolated to the children and their parents through repeated on-line and offline discussions. With the emphasis shifting to digital learning, the trainers at ‘Parivartan’ participated in various training that could help them develop their skills further.

“136 training sessions were conducted benefited 803 DSS staff and other NGO members.”

5. Other Ventures

Publication

DSS Publication introduces various learning tools and reading material every year to help students learn more in less time, develop their interest in learning, improves their concentration skills and reading abilities. Learning can be simplified to a great extent with the help of tools so that children get hands-on experience making it easier for them to grasp new concepts. When children can use different senses like sight, hearing and touch, they get an enriched learning experience

“8 new tools were published for teaching grammar through play to Balwadi students and 4 new practise workbooks were added to help children improve their comprehension skills.”

6. Networking And Nurturing

DSS has developed a framework for reading enablement. Using our structured 'DSS Method' children are able to attain minimum age competency in less than 120 days. Launched in 2018, DSS started "Networking & Nurturing" program with the goal to enable other NGOs on the "DSS Method". Through trainings, monitoring & assessment we enable teachers to help improve the reading ability of children.

"DSS worked with 34 NGOS across 37 locations in 8 districts of Maharashtra and 2 locations in Bihar."

7. You Can Support Us

HOW YOU CAN HELP: You can contribute to Door Step School's activities by:

- Spread the word about Door Step School
- Volunteer with Door Step School
- Be our PATRON

8. Volunteering Opportunities

- Please register by visiting our website www.doorstepschool.org → Volunteer Now
- Teaching English, Maths, Science, Computers and other subjects.
- Helping children with homework.
- Conducting surveys of out of school children, helping with school enrolment and follow up of children enrolled in school.
- Art and craft activities, story-telling, conducting science experiments, sessions on personal hygiene and environment, sports activities, preparing teaching aids, etc
- Writing scripts, directing street plays, participating in them to create and spread awareness about Right To Education Act.
- Organising events, picnics and exposure visits for children.
- Creating training modules/ delivering training to our staff on various topics.
- Helping with data entry, documentation, translations, taking photographs.
- Designing newsletters, e-mailers, posters, and other promotional material.
- Help in fundraising activities.

Executive Body Members

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

Name of the Board Member	Position On The Board	Occupation/Designation	Meetings Attended
Mrs. Rajani Paranjpe	President	Professional Social Worker, Ex-Lecturer Of College Of Social Work Nirmala Niketan, Retired Professor from Shikoku Christian University, Japan.	7
Mrs. Bina Sheth Lashkari	Secretary	Professional Social Worker (MSW)	9
Mr. Nitin Dadia	Treasurer	Businessman, Proprietor, Orbit International	8
Dr. Neela Dabir	Member	Retired Government Officer	9
Mrs. Arnavaz Kharas	Member	Professional Social Worker (MSW)	9

Accountability and Transparency

Distribution of personnel as per salary and honorarium (as on 31 st March 2022)				Staff details as on (as on 31 st March 2022)			
Salary plus benefits paid to staff	Male	Female	Total	Gender	Male	Female	Total
<2000	0	5	5	Paid full time	38	654	692
>2000 – 3500	0	89	89	Paid part time	0	94	94
>3500 – 5000	0	154	154		38	748	786
>5000-7500	0	169	169	Honorarium	3	17	20
>7500 – 10000	2	131	133	Volunteers*			
>10000	36	200	236				
Total	38	748	786	* List of Volunteers below			

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

Our Major Project Partners 2021-2022

For Mumbai

<p>Amber Estate Pvt. Ltd. F.A.C.E.S FOR ALL CHILDREN Abu Dhabi Commercial Bank Best Alternative Advisory Service LLP Best Alternative Advisory Service LLP- Employees Child Action -Sharma Foundation Children's Hope India INC Hemraj Goyal Foundation International Asset Reconstruction Company (P) Ltd.</p>	<p>Kalpataru Plaza Pvt. Ltd. Municipal Corporation (MCGM) Munot Foundation Northern Arc Schueco India Private Limited Social Initiative - Carnegie Social Initiative - EQT Sterling Investment Corporation Pvt. Ltd. Tata Consulting Engineers Limited United Way of Mumbai United Way of Mumbai - Deloitte</p>
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For Pune

<p>Funding Organizations:</p> <ul style="list-style-type: none"> • Anand Bhadkamkar Memorial Foundation • Asha For Education – Asha Seattle • Asha For Education - Asha Silicon Valley • Friends for India's Devlpmnt & Assistance • Give Foundation • UK Online Giving Foundation • Help Them Grow (Vibha) 	<p>Corporate Sector:</p> <ul style="list-style-type: none"> • Alfa Laval (India) Ltd. • Alta Laboratories Ltd. • Avaya India Pvt. Ltd. • Benevity, Inc. • Bitwise Foundation • Brembo Brake India Pvt. Ltd. • DKSH India Pvt. Ltd. • Ernst & Young Foundation • Fundtech India Pvt. Ltd. • Globeview Advisors LLP • Goodrich Maritime Pvt. Ltd. • Greenspan Agri tech Pvt. Ltd. • HP India Sales Pvt. Ltd. • Imerys New Quest (India) Pvt. Ltd. • Integrated Decisions & Systems (Ind) Pvt. Ltd • JK Groups INC _Bank of New York, Mellon • KlingelInberg India Pvt. Ltd • Krohne Marshall Pvt. Ltd. • Microlise Telematics India Pvt. Ltd. • Murli Krishna Pharma Pvt. Ltd. • Nice Interactive Solutions I P L • NTT DATA Global Services Pvt. Ltd. • SAS Research & Development (Ind) Pvt. Ltd. • Schindler India Pvt. Ltd. • Springer Nature Technology and Publishing Solutions Pvt. Ltd. • Syngenta Services Private Ltd. • TATA Consulting Engineers Ltd. • Tech Mahindra Limited • Unilever • United Way of Mumbai
<p>Individuals:</p> <ul style="list-style-type: none"> • Akshat Pandya • Ashok Dabir • Jay Marathe • Jayashree Satish Joglekar • Harsha V Asrani • Malti Sharad Kelkar • Mani V Subramanian • Neela Ashok Dabir • Nitin Keshav Paranjpe • Pankaj Vasantrao Shinde • Pauline Carroll • Prakash Ramchandra Gogte • Rama Jayanti • Ramesh Kamalashankar Shukla • Sharmila Nitin Paranjpe • Shrihari Gokhale • Shriprakash M. Dhopeshwarkar • Sujata Humnabadkar • Sushama Girish Kulkarni • Vasant Chintamani Joshi • Vasudha Vishwanath Godbole • Vinayak Pai 	

	<ul style="list-style-type: none"> Wipro Cares Xoriant Solutions Pvt. Ltd. Yardi Software India Pvt. Ltd.
Substantial Contribution In Kind by: <ul style="list-style-type: none"> Aksharbharti ICERTIS SGS Edunet Pvt. Ltd. Kirloskar Foundation Kumar Nirman Quest (Science & Math Edu Program) Sangam World Trade Center Tata Bluescope Steel Pvt Ltd. 	Foundations & Associations: <ul style="list-style-type: none"> Association of the Friends of Germany BMM of North America CASP Shikshan Project Late V. G. Joshi General Trust Manbhaw Charitable Trust Rambha Charitable Trust Shashwat Sanstha
Builders: 70 Builders (96 Construction Sites throughout the year)	

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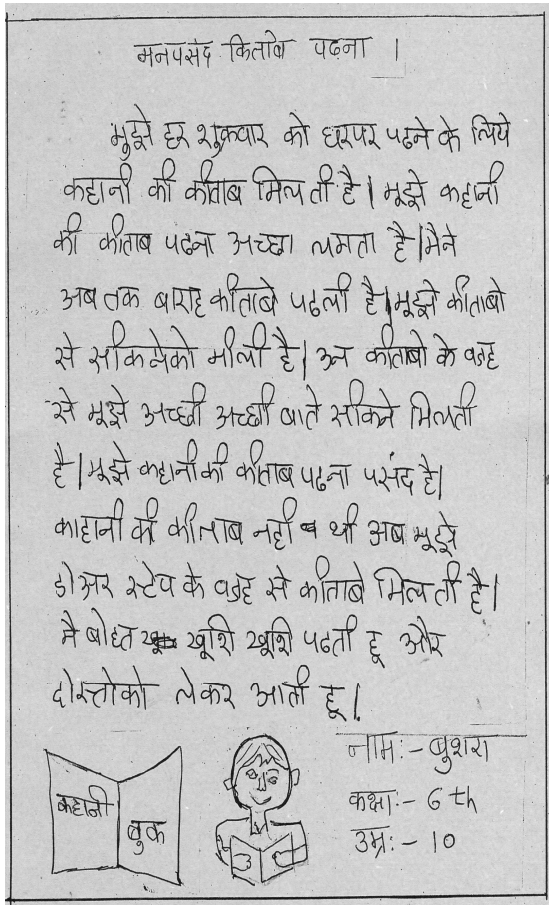
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Radhika	Sharon Dsouza	Shweta Agarwal	Urvi Chtnis
Rahul Kumar	Shashank Agarwal	Shweta KL	Utpala Joshi
Rahul Patil	Shashank Bawne	Siddharth Patil	V Balavignesh
Rahul Tatwawadi	Shashvat	Sona	Vaibhav Maindola
Raj Mehta	Sheetal Jadhav	Subhadeepa Dey	Vaishnavi M
Rajat Pokharna	Rohan Raman	Subhayu Mallick	Vandana Kumari
Rajendra Sapkal	Rohan Soman	Subhranil Bala	Vedant Chakurkar
Rakesh J N	Rohit Soni	Shrimantini	Vedika Agarwal
Rama Jayanti	Rohitashwa Sahoo	Shruti Kolluru	Vijay Nadar
Ranjana Shridhar	Rujul Deshpande	Suchandrima Das	Vijender Bharadwaj
Rashmi Thakur	Rujuta Karve	Sucheta Mahajan	Vishal Nagarale
Ravi Bassi	Ruma Garg	Suja Reji	Vishwani Bodapatla
Ravi Deshpande	Rushika Bakshi	Sujata Pore	Vivek Noginahal
Reena Singh	Safiyyah Samiulla	Sukhneet Kaur	Yaquta Contractor
Reena Victor	Sagar Sahi	Sulagna Behera	Yash Laddha
Reetika Singh	Sainath Ghanshyam	Supriya Gupta	Yash Sonawane
Renuka Kulkarni	Sakina	Surabhi S	Yatin Grover
Riya Mishra	Saksham Sarode	Surabhi Zadu	Yedhukrishnan J
Samrita Satpathy	Sama Dalal	Suraj Rai	Yogesh Methe
Sushma Prabhu	Sweta Sonegra	Suruchi Anant Tiwari	Zelam Purohit



अभिनव शिक्षण संस्थेची
श्रीमती सुशिला महादेव पाध्ये प्राथमिक शाळा
मुंबई महानगरपालिका मान्यताप्राप्त व अनुदानित - बॉर्ड : आर मध्य विभाग
१२३/१२४/१२५, अभिनव नगर, कोरिवली (पूर्व), मुंबई - ४०० ०६६.

पे - शीट कोड क्र.: ०६०९ | शाळा संकेतांक : आर. सी. - ०९ | U DISE CODE : 27220100133
क्र : अ.शि.सं. / व.भा. / - /२०२१ / -२०२२ | दिनांक : २७ / ०४ / २०२२

संचालक,
डोर स्ट्रेप स्कूल

महोदय,

संजय गांधी राष्ट्रीय उद्यानातील आदिवासी पाठपाठील विद्यार्थ्यांना शिक्षण देण्यासाठी डोरस्ट्रेप स्कूल उपक्रमांतर्गत आपण नियुक्त केलेल्या श्रीम. तन्वी महाडीक, श्रीम. विद्या पाटील, श्रीम. भाग्यश्री पटेल या समन्वयकांचा आपल्या शाळेतील विद्यार्थी पालकांच्या समस्या-अडचणी समजून घेणे, विद्यार्थी उत्प्रेरित करणे, विद्यार्थ्यांचे शालेय शुल्क भरण्यासाठी NGO कडून मदत मिळवून देणे, पालकांच्या प्रवेशासाठी शाळेची संदर्भ कारणे, अशा अनेक मार्गाने त्यांची अविरत मदत चालू असेल.

कोरोना काळात विद्यार्थी शाळेच्या संदर्भात व शिक्षणाच्या प्रवाहात टिकून राहण्यासाठी आपल्या समन्वयकांची विशेष मदत विद्यार्थी, पालकांना पर्यायाने आपल्या शिक्षकांना व शाळेला शाली. त्याचाच तूप तूप धन्यवाद! आणि आपले आभार!

यापुढील अशीच मदत आपल्याकडून मिळावी ही अपेक्षा!

आपला विश्वासू,
(Signature)
श्रीमती सुशिला महादेव पाध्ये प्राथमिक शाळा
१२३/१२४, अभिनव नगर, कोरिवली (पूर्व),
मुंबई-४०० ०६६.

THE SOCIETY FOR DOOR STEP SCHOOL		
The Bombay Public Trusts Act, 1950 (Registration No. F-13279(MUM)		
Name of the Public Trust : The Society For Door Step School		
Schedule -VIII (Vide Rule 17(1)		
BALANCE SHEET AS AT 31ST MARCH,2022		
FUNDS AND LIABILITIES	RUPEES	RUPEES
Trust Funds or Corpus:-		
Balance As per last Balance Sheet	4,771,785.00	
Adjustment during the year (Give details)		
Donation Received during the year	NIL	4,771,785.00
Other Earmarked Funds:-		
(created under the provision of the trust deed or scheme or out of the income)		
Depreciation Fund	NIL	
Sinking Fund	100,000.00	
Reserve Fund	8,426,809.00	
Any other Fund- School on Wheels Bus Fund	899,664.00	
Seed Capital	23,000.00	
Staff Welfare Fund	94,600.00	
		9,544,073.00
Loans(Secured or Unsecured)		
From Trustee	NIL	
From others	NIL	NIL
Liabilities		
For Expenses	373,189.00	
For Advance Grant	21,274,069.00	
For Rent and Other Deposits	50,000.00	
For Sundry Credit Balance		21,697,258.00
Income and Expenditure Account:-		
Balance As per last Balance Sheet	175,264,394.30	
Less: Appropriation, if any transfer to reserve fund	NIL	
	175,264,394.30	
Add: Surplus As per income and		
Less: Deficit— Expenditure Account	1,598,605.46	173,665,788.84
Total Rs.		209,678,904.04
The Society For Door Step School Jagannath Shankarsheth Municipal School Building, 2nd Floor, Room no.54/55, Nana Chowk, Grant Road, Mumbai 400 007 PLACE : MUMBAI DATE : 16.09.2022		
<div> <div>Mrs. Rajani Paranjpe</div> <div>Mrs. Bina Sheth Lashkari</div> <div>Mr. Nitin Dadia</div> <div>President</div> <div>Secretary</div> <div>Treasurer</div> </div>		

THE SOCIETY FOR DOOR STEP SCHOOL The Bombay Public Trusts Act, 1950 (Registration No. F-13279(MUM) Name of the Public Trust : The Society For Door Step School Schedule -VIII (Vide Rule 17(1) BALANCE SHEET AS AT 31ST MARCH ,2022		
PROPERTY AND ASSETS	RUPEES	RUPEES
Immovable Properties (At cost)		
Balance As per Balance Sheet	NIL	
Additions during the year	NIL	
Less: Sales during the year	NIL	
Depreciation up to date	NIL	NIL
Investments:- (FD With HDFC Ltd.)		15,690,746.00
Note: The market value of the above investment N.A.		
Furniture and Fixtures :-Fixed Assets (As per Schedule 'A')		17,155,611.00
Balance As per Balance Sheet		
Additions during the year		
Less: Sales during the year		
Depreciation up to date		
Loans (Secured or Unsecured):- Good/ Doubtful		
Loans Scholarships	NIL	
Other Loans	NIL	NIL
Advances:-		
To Trustees	NIL	
To Employees	173,900.00	
To Contractors	NIL	
To Lawyers	NIL	
To Others(As per Schedule D)	4,835,914.36	5,009,814.36
Income Outstanding:-		
Rent	NIL	
Interest	787,254.00	787,254.00
Other Income	NIL	
Cash and Bank Balance :- As per Schedule 'B'		171,035,478.68
(a) In Saving / Current Account with		
(b) In Fixed Deposit Account With		
(c) With the Trustee		
(d) with the Manager		
Income and Expenditure Account:-		NIL
Balance As per last Balance Sheet		
Less: Appropriation, if any		
Add: Surplus As per income and		
Less: Deficit Expenditure Account		
Total Rs.		209,678,904.04
The Society For Door Step School Jagannath Shankarsheth Municipal School Building, 2nd Floor, Room no.54/55, Nana Chowk, Grant Road, Mumbai 400 007 PLACE : MUMBAI DATE : 16.09.2022		
As per our report of even date Manit J Shroff Chartered Accountants 10, 2nd Bhatwadi, Girgaum, Mumbai 400 004 M No.33715		

THE SOCIETY FOR DOOR STEP SCHOOL The Bombay Public Trusts Act, 1950 (Registration No. F-13279(MUM)) Name of the Public Trust : The Society For Door Step School Schedule -IX (Vide Rule 17(1)) INCOME AND EXPENDITURE ACCOUNT FOR THE YEAR ENDED 31ST MARCH, 2022		
EXPENDITURE	RUPEES	RUPEES
To Expenditure in respect of properties		
Rates, Taxes, Cesses etc.	NIL	
Repairs & Maintenance	NIL	
Salaries	NIL	
Insurance	NIL	
Depreciation(By way of provision of adjustment	NIL	NIL
To Establishment Expenses		NIL
To Remuneration to Trustee		507,842.00
To Remuneration (in the case of math) to the head		NIL
of the math including his household, expenditure, if any		
To Legal expenses -Professional Fees		304,950.00
To Audit Fees		228,871.00
To Contribution and Fees		NIL
To Amount written off:		
(a) Bad Debts	NIL	
(b) Loan Scholarship	NIL	
(c) Irrecoverable Rents	NIL	
(d) Other Items- Advance to staff	82,630.00	NIL
Excess provision of Interest Income	317,487.33	400,117.33
To Miscellaneous Expenses		
To Depreciation		3,839,295.00
To Transfer to Specific Fund- Reserve Fund		
To Expenditure on Objects of the Trust		
(a) Religious	NIL	
(b) Educational	114,294,769.86	
(c) Medical Relief	NIL	
(d) Relief of Poverty	NIL	
(e) Other Charitable Objects		114,294,769.86
To Surplus Carried over to Balance Sheet		
Total Rs.		119,575,845.46
The Society For Door Step School Jagannath Shankarsheth Municipal School Building, 2nd Floor, Room no.54/55, Nana Chowk, Grant Road, Mumbai PLACE : MUMBAI DATE : 16.09.2022 <div style="display: flex; justify-content: space-between; margin-top: 10px;"> <div>Mrs. Rajani Paranjpe President</div> <div>Mrs. Bina Sheth Lashkari Secretary</div> <div>Mr. Nitin Dadia Treasurer</div> </div>		

THE SOCIETY FOR DOOR STEP SCHOOL The Bombay Public Trusts Act, 1950 (Registration No. F-13279(MUM)) Name of the Public Trust : The Society For Door Step School Schedule -IX (Vide Rule 17(1)) INCOME AND EXPENDITURE ACCOUNT FOR THE YEAR ENDED 31ST MARCH ,2022		
INCOME	RUPEES	RUPEES
By Rent		NIL
By Interest (Accrued/realised)		
On Securities	NIL	
On Loans -Fixed& Flexi Deposit with bank	7,120,202.00	
On Bank Account	85,457.00	
On Fixed Deposit with HDFC Ltd	742,166.00	
On Income Tax Refund	78,710.00	8,026,535.00
By Dividend		NIL
By Donation in Cash or Kind		6,403,679.00
By Grants- As per schedule 'C'		101,076,581.00
By Income from other sources (in details as far as possible)		
Other Income	303,207.00	
Micellenous Income	167,334.00	
Sale of material	1,999,904.00	2,470,445.00
By Transfer from Reserve		NIL
By Deficit carried over to Balance sheet		1,598,605.46
Total Rs.		119,575,845.46
The Society For Door Step School Jagannath Shankarsheth Municipal School Building, 2nd Floor, Room no.54/55, Nana Chowk, Grant PLACE : MUMBAI DATE : 16.09.2022		
As per our report of even date Manit J Shroff Chartered Accountants 10, 2nd Bhatwadi, Girgaum, Mumbai 400 00 M No.33715		



Door Step School – Mumbai
Jagannath Shankarsheth Mun. School Bldg
2nd Floor, Room no. 207(54/55),
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Mumbai 400 007,
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Maharashtra, India
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