



DOOR STEP SCHOOL, PUNE
ANNUAL REPORT
2009-2010



**DOOR
STEP
SCHOOL**



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Foreword



Mrs. Rajani Paranjpe (President)

In July 2009 Door Step School completed 20 years since it was registered as The Society for Door Step Schools. In 1993 we started our activities in Pune as well. In the course of time, we got popularly known as Door Step School and are many times referred to as only Door Step. The journey of 20 years is long. We have expanded considerably in terms of coverage of children.

Today our Pune branch alone covers nearly 50,000 children. Mumbai also covers about 12,000 children. So,

together we are directly in touch with more than 62,000 children.

Now we are poised to expand further in the cities we work and even outside those cities. We have some proposals for working in cities like Sholapur and Nasik particularly for the children of construction laborers. We have got similar proposals in the past but now we feel that we are better equipped to take on the challenge.

The need is urgent and the numbers involved are large. The desire to reach out to as many children as we can is strong. However, there are always limitations for any one organization's capacity to grow. The need is to network with organizations working in the same field and help new organizations to start and develop. We are currently thinking on these lines. We would appreciate greatly if you have any suggestions in this regard. We also welcome your help in this matter.

-Mrs. Rajani Paranjpe

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INTRODUCTION

The years 2006-2009 were years of steady extension of Door Step School's reach to larger number of sites (32-100) for our Direct Education Programs and an increased number of Municipal Corporation Schools (21 to 118) through our School Intervention Programs.

The year 2009-2010 can be considered as a year of consolidation and preparation for larger leaps in the year 2010-11. While we continued our work at earlier locations for Direct Education Programs, we have extended the School Intervention Program to 13 new schools this year.

However, our basic focus on increasing enrolment and retention of children has remained. We enrolled a total of 10534 children into our Direct Education programs this year, an increase of 25% from the last year. We reached a total of 36405 children through the Reading Classes project in Municipal Schools (See Table 1 for Details).

FOCUS ON CONSOLIDATION

Our focus on consolidation began with Mrs. Jayashree Joglekar, an eminent Management and IT professional, joining us as Director in the month of September 2009. In her capacity as Director of the Pune Center, Mrs Jayashree Joglekar is responsible for all the projects covering fund raising, maintaining external relationships and scaling up the operations.

Under her able leadership, several initiatives were kicked off in the last 9 months to strengthen our interactions with key stakeholders as well as to streamline the day to day operations of the Pune Center. A few of these initiatives are listed here and there are many more ongoing and planned for the coming months.

1. Increased communication with Builders
 - a. finalizing the process of starting new sites by way of MoUs with builders
2. Streamlining financial operations
 - a. Provision to make online payments
 - b. Appointing an internal auditor for Pune location
3. Increasing visibility to sponsors and volunteers(existing and potential)
 - a. Re-designing of Door Step School Website
 - b. Revival of quarterly newsletters
 - c. Annual Review meeting
4. Streamlining Core Operations
 - a. Creation of start-up manual for setting up operations of new sites
5. HR Operations
 - a. Setting up of formal recruitment , staffing and training processes
6. Focus on computerization
 - a. Bar coding of all books
 - b. Redesigning of classroom attendance register so that duplicate attendance records can be submitted to Administration

c. Automation of monthly reports through use of Spreadsheets

Most of the above processes and practices existed earlier, now we are doing them more efficiently and regularly.

EXECUTIVE SUMMARY

During the year 2009-10, we reached out to over 50000 children in building/road construction sites, 10 slums/pavement sites and in Municipal Schools.

Table 1: Comparison of Five Years in a row

YEAR		2005-06	2006-07	2007-08	2008-09	2009-10
Direct Education (Project Foundation)	Urban Slum Communities & Pavement Dwellers	7	8	10	10	10
	Building & Road Construction Sites	32	50	67	100	96
	Total Number Of Locations	39	58	77	110	106
	Locations Closed	3 (8%)	8 (14%)	16 (21%)	18 (16%)	24 (23%)
	Balwadis	19	43	47	93	98
	Study Classes	18	29	37	57	84
	Literacy (NFE) Classes	37	50	64	81	98
	Day Care Centers	-	13	20	72	74
	Total Number Of Classes	74	135	168	303	354
	Classes Closed	6 (13%)	14 (11%)	22 (15%)	32 (14%)	79 (22%)
	Children Enrolled	2426	2799	4981	8494	10534
	Number Of Children Retained	1144 (47%)	1399 (50%)	2081 (42%)	3439 (40%)	3369 (32%)
	Computer Classes-children Enrolled			153	331	224
	Community Based Libraries-Children enrolled			563	796	660
School Intervention (Project Grow with Books)	Schools With Reading Classes	21	47	76	118	131
	Reading Classes Children Covered	7114	15516	21756	34169	36405
	Lending Libraries In Primary Section	18	21	47	118	131
	Lending Libraries In Primary Section -Children Covered	2846	3069	5623	15619	17316
	Lending Libraries In Middle School	6	15	19	30	56
	Lending Libraries in Middle School - Children Covered	947	1201	3009	5046	7982

Direct Education Programmes

During the year, we covered 7838 children through the 3 core direct education programs targeted at the 3-14 years age group.

- Pre-primary education (Balwadi), - 3-5 years
- Literacy Classes(Non Formal Education) 6-14 years
- Study Classes - for school going children

Towards the end of July 2009, the attendance at all locations was poor due to the news of Swine flu spreading. The government decided to close all schools in the city for 2 weeks in August and Door Step School also closed all the centers. The attendance continued to be low in the months of August and September too. However, our spirited teachers and children converted this into a learning opportunity as well.

“The teachers at Royal Imperio site distributed Door Step School books to all the children before closing, so that they could study at home. After the swine flu holidays began, some of the older kids collected the younger ones at their homes and continued the lessons. Kudos to these kids who converted the difficult times into an opportunity!. A child named Shivraj taught his younger brother all the alphabets!! “

This year, we analyzed our “retained children” statistics and realized that most children who “Drop-out” are actually children who “Migrate” as their parents migrate to other sites or cities. A new method of dividing discontinued children into two separate categories: “Migrated” – children who leave the sites and “Drop-outs” – children who do not attend classes in-spite of being around was therefore introduced. We are working on using this method to plan for and improve tracking of migrated children, to ensure they rejoin the DSS schools or continue their education at the migrated locations.

Due to increased focus on this aspect, of the total of 1782 children who migrated, **178 children could be reached and 156 of them could be enrolled in DSS or a Municipal School in their new locations.** This is a positive development in our efforts to track down children who migrate.

Door Step School also enrolled more than 2500 children in our day care centers last year. Day care centers are a key support activity to ensure older children who are responsible for taking care of siblings are able to attend school. Due to an increase in the number of day care centers from 20 2007-08 to 74 in 2009-10, and the corresponding increase in the number of children, we felt there was a need to give some special focus to how we run our day care centers. Earlier, these children were accommodated as part of our pre-primary classes (Balwadis). Now we treat day care centers as separate entities with their own special needs which we need to address. We made a beginning last year through some initiatives. These are described in the later part of this report.

We are also in the process of collecting data to understand how many of the children in day care centers actually are siblings of children enrolled in Direct Education programs. This will indicate the impact this support activity has on our Literacy programme.

As in the past few years, this year too we had a significant number of school enrollments. A total of 644 children were enrolled in mainstream schools. In recognition of this effort, Door Step School won the first prize from the PMC under the Sarva Shiksha Abhiyaan, for the 3rd year in a row for being the organization with the largest number of school enrolments in Pune.

This year has been especially good for us with the increased participation in our Direct Education programs by the builder community. More than 50 % of our sites are covered partially through contributions from builders. Builders are also taking more interest in providing better facilities, helping with parents meetings and conducting events and providing snacks to the children. We now have a Memorandum of Understanding with the builder for all our new sites which clearly specifies the services provided by DSS and the facilities and the safety standards required to be maintained by builders at each site.

Additionally, we have procured and installed mobile toilets at sites where they were not available. Beyond the convenience at the site, it also teaches our children the importance of cleanliness and hygiene.

School Intervention Programmes

Our school Intervention Programmes are grouped under a Project which we call “Project Grow with Books”. Door Step School started Project Grow with Books in 1999 with the aim of developing the reading skills of school going children and enhancing their vocabulary. Better reading also results in improving the quality of learning and helps the children to cope with academics.

“Reading Class Program (RCP)”, as it is popularly called, was initially started in the primary section of 10 schools as part of the school time table and has now, after 10 years, grown to reach more than 35000 children from 131 municipal schools in the Pune and Pimpri Chinchwad areas. We added 13 more schools in PMC limits to the list of schools covered under our Reading Classes program between April 09 and Mar 2010.

This year, Project Grow with books also completed 10 years in operation. As a part of the “Looking Back – 10 years” exercise, we conducted a survey among students who were earlier the beneficiaries of RCP to see if we had made any impact. **The survey results showed that more than 90% of the students have continued reading in some form or the other (excluding the curriculum books) and more than 75% have motivated others to read books.** This is heartening and tells us that our efforts are in the right direction.

Additionally, two new initiatives were started for the children of standard 1 to improve their reading/writing ability and to bring them up to par with the reading levels for that age group.

- **Sibling – Pair:** A brother/sister studying in a higher class was asked to help in teaching the younger sibling with help from the Book Fairy. The goal was to reach “Matras Complete” level and the sibling pair that achieved this was rewarded for their efforts

- **Parent Participation:** The Book Fairies met the parents to guide them in different ways to teach their children. The teaching material was provided by DSS and the goal was to reach the “Composite Letters” level.

Other Key initiatives include:

- **Reading Comprehension:** Comprehension sessions for the children were conducted on an experimental basis once a week, in place of reading classes. The goal was to improve reading comprehension of children of 4th standard.
- **Publication of Picture Dictionary:** Publication of a “Picture Dictionary” in Marathi has been a dream for the last few years which was realized last year.

Table 2: Activities at a Glance (2009-10)

Programs		Activities	Total No.	Number Of Beneficiaries
I. Direct Education (106 locations)	Literacy Programs	Pre-Primary Education(Balwadi)	98	3619
		Study Classes	84	1346
		Literacy Classes(NFE)	98	2873
		Total*		7838
	School Support Services	Day Care Center	74	2696
		Age Certificates	80	1323
		School Enrollment	-	644
		School Transportation	72	1200
		External Examination Conducted By PMC	-	295
	Community Learning Centers	Community Based Libraries	8	224
		Reading Room	106	956
		Child to Child Libraries	11	430
		Computer Classes (At 2 Locations)	2	224
		Science Labs	-	151
	II. School Intervention	Project Grow With Books	Reading Classes Stds. 1 st To 4 th	131 Schools
Lending Library Stds. 2 nd To 4 th			131 Schools	17316
Lending Library Stds. 5 th To 7 th			56 Schools	7882
Publications			5 new Publications A. Story Books without and with Composite Letters B. Picture Dictionary	
III. Training	Parivartan Training Centre	5 batches of New Teachers' Training	2 batches of Teachers of Mahatma Phule Shikshan Hami Yojana	

*Includes children covered by the School on Wheels.

These programmes are presented in detail in the following sections.

I. DIRECT EDUCATION (Project Foundation)

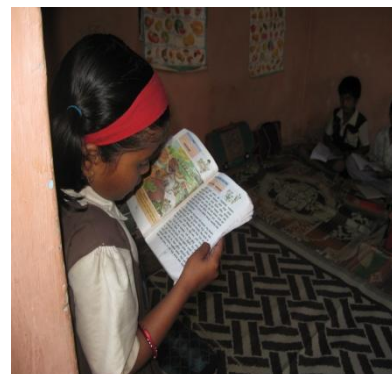
Our Balwadis (pre primary education classes), study classes for children of Stds. I & II and the NFE classes (non-formal education or literacy classes) constitute our “Direct Education” program. Table 3 shows the number of children and the locations covered under these three key activities during the year.

Table 3: Enrolment of Children in Direct Education Programs

Programme	Location Type	Children enrolled through the year	Children Continued
Pre-primary Education (Balwadi)	Urban Slum / Pavement dwellers	165	75
	Building / Road Construction Sites	3454	1009
	Total	3619	1084(30%)
Literacy (NFE) Classes	Urban Slum / Pavement dwellers	63	13
	Building / Road Construction Sites	2810	678
	Total	2873	691(24%)
Study Classes	Urban Slum / Pavement dwellers	397	261
	Building / Road Construction Sites	949	410
	Total	1346	671(50%)
Grand Total		7838	2446(31%)

This year there have been no major road constructions in the areas/locations we targeted. We usually address the pavement dwellers through our “School on Wheels”. There are also fewer pavement dwellers in the areas we work in e.g. Shivajinagar. We have also found that the School on Wheels is more needed to kick-start our operations at construction sites, while waiting for the builders to set up the infrastructure.

In the year 2009-10, we have touched over 7500 children through our direct Education programs. In addition, we provided Childcare facility to nearly 2700 children. Thus a total of over 10,500 children benefited from our literacy programs this year.



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

The Balwadis are a very important for our work as it gives us a chance to prepare the children for school at an early age, improving their chance of performing well later on. The objective is to motivate children early on to start and continue school as well as to prepare the child and its parents for education – discipline in school ways.

Activities are both educational and recreational so it is easier for the children to cope with school later on. Amongst others, the concept of numbers is introduced and the children are prepared for writing by doing simple exercises, for example drawing shapes. When children attend our Balwadi groups regularly we can enrol them directly into Std. I at the right age. Children between 4 and 4 ½ years get their age certificate done while in Balwadi.

This year we ran 98 separate Balwadi classes at 96 locations, although children of the Balwadi age group could be found in 106 locations in all. This happens because on some sites the number of children is very low, and it is not practical to run a separate Balwadi class on that location. On such locations the children are taken care of by an NFE teacher along with other older students. At some sites there are a larger number of children and we run multiple classes.

This year, the total enrolment for our Balwadi program was 3619, of which 165 were from urban slum communities.

A few years ago, we started an initiative at 2 centers to make the centers a “Loving place”, by introducing several activities for overall development. To cover “General Knowledge”, bags of flash cards were introduced to children at all levels, including children of balwadis. This year we augmented the flash cards and also translated, modified and adapted them for our classes.

Co-location of Pre-primary, NFE Classes and Study classes in one classroom at our sites was once considered a disadvantage. However, we observed that our Pre-primary (Balwadi) children learn much more and faster by observing and imitating older children and are able to do tasks well beyond their level. For example, children learn to recite poems being taught in the NFE classes, and some children even learn to read/ write on their own by taking books / slates from the older children. This is indeed a positive indication of the children’s abilities to do better, given the right exposure and environment.

2. Literacy (Non Formal Education - NFE) Classes (6-14 Years)

A total of 2873 children were covered under 98 Literacy (NFE) classes during this year. These children came from 106 different locations, 10 of which were slum locations and the remaining 96 were construction sites. The number of locations is more than the number of NFE classes because on some sites there are only a few children, 4 or 5 for example, and running an independent center there is not viable. We, therefore, collect children from such locations in a central location and run a class.

Generally, all our classes are held in labour camps or at construction sites where a location, a tin shed or a room, is provided by the builder. But when such a facility is not available (mostly due to the delay in procedure but sometimes due to non cooperation) we start our classes in School on Wheels. This is the most important use of School on Wheels facility for Pune project.

Table 4: Overview of Literacy (NFE) Classes

	Urban Slum / Pavement dwellers	Building / Road Construction Sites	Total
No. Of Locations	10	96	106
No. Of Classes	98		98
Children Enrolled	63	2810	2873
Children Retained	13	678	691
% Children Retained	21%	24%	24%

Literacy (NFE) classes – Performance level and attendance

Based on our experience we have worked out the number of days required for achieving a particular level while learning to read and write. We regularly analyse the performance and attendance data to see how our children are faring.

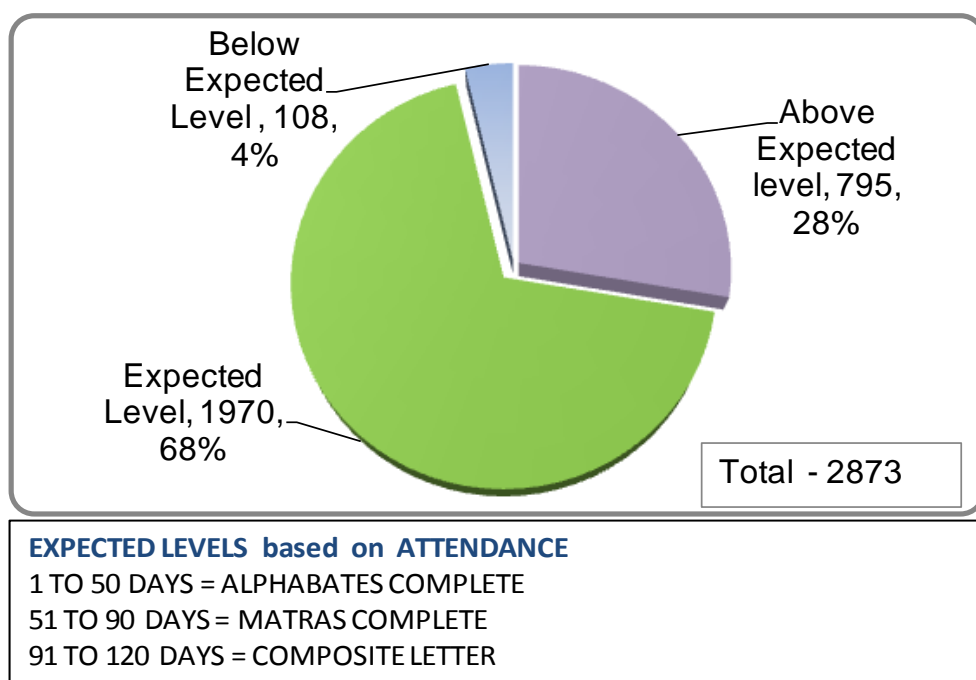


Figure 1: Performance of Literacy (NFE) class children

We can see from Figure 1 that 96% of children are either at the expected levels or above the expected levels of literacy. This data also includes children who have migrated or dropped out.

Table 5: NFE Classes – Continued Children – Level and Attendance

Literacy (NFE) Classes- Continued Children: Level and Attendance						
Level Attendance	1 to 25	26 to 50	51 to 91	91 to 120	121+	Total
Learning alphabets	225	75	28	4	4	336
Alphabets complete/Learning Matras	27	26	20	1	4	78
Matras complete/Learning Composite Letter	35	30	50	20	9	144
Complete Composite Letter	8	7	12	6	4	37
Writing	23	12	25	17	19	96
TOTAL	318	150	135	48	40	691

Literacy (NFE) Classes- Migrated / Dropped out Children: Level and Attendance						
Level Attendance	1 to 25	26 to 50	51 to 91	91 to 120	121+	Total
Learning alphabets	1342	177	22	3	0	1544
Alphabets complete/Learning Matras	210	57	18	3	0	288
Matras complete/Learning Composite Letter	86	65	35	5	1	192
Complete Composite Letter	35	7	10	2	0	54
Writing	63	17	16	7	1	104
TOTAL	1736	323	101	20	2	2182

	Below Expected Level
	Expected Level
	Above Expected Level

In-spite of the low level of attendance, which is a characteristic of the migrant labor community, we note from the above table that the children continue to learn at expected levels of learning.

3. Study Classes (Standards I & II)

Study classes cater to the school going children and are specially meant for children of Std. I and II who need extra inputs to cope with their regular studies being the first generation learners in their families.

Though the study classes are primarily meant for the 1st and 2nd Standard children, there are occasions when some 3rd and 4th Standard children also attend the study classes but they are very few. These few children attend a study class with the children of the 2nd grade because their level of learning is lower. Some children sit separately and take help when needed.

This year we covered a total of 1346 children from 106 different locations under 84 study classes.

Table 6 gives us an overview of study classes.

Table 6: Overview of Study Classes

	Urban Slum / Pavement dwellers	Building / Road Construction Sites	Total
No. Of Locations	10	96	106
No. Of Classes	84		84
Children Enrolled	397	949	1346
Children Retained	261	410	671
% Children Retained	66%	43%	50%

As we mentioned earlier, we are tracking all children enrolled into our programs, even if they are enrolled for a single day. Earlier, such children were not included in our statistics. This helps us look at the reasons for children leaving and address reasons in our control appropriately. We observe a higher retention among children of Urban slum communities as they are mostly non- migrant, as compared to the construction site workers who are largely migrant. We are tracking all children who leave to ensure they re-join schools in their new locations.

Study Classes – Performance Level and attendance

The performance of the study class children is actually measured by their performance in the reading ability tests that we conduct in schools. However, we also analyze their performance based on attendance as we do for our Literacy(NFE). We can see from Figure 2 that 85% children at or above the expected levels.

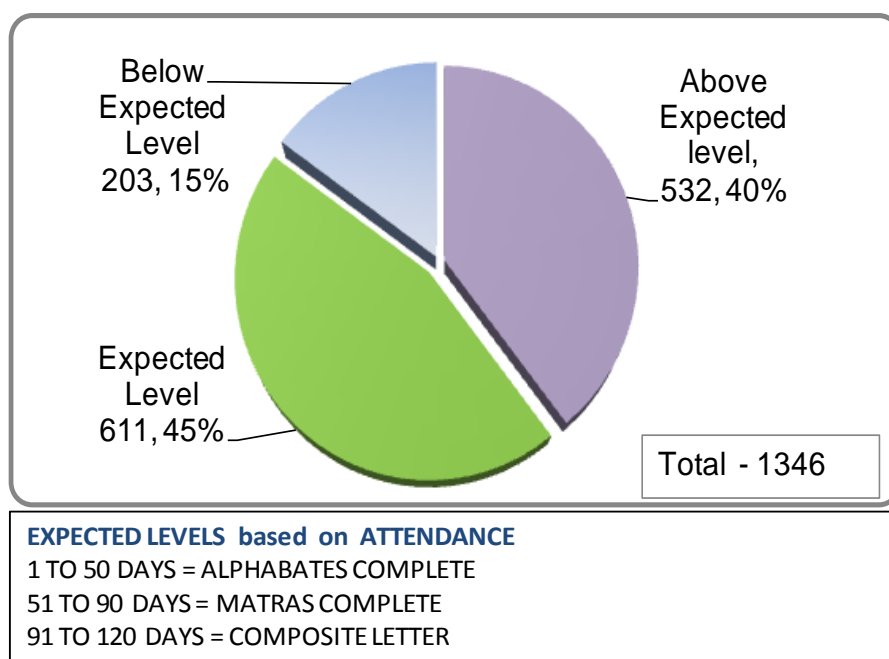


Figure 2: Performance of Study class children

As we have seen in the past, the performance of children in schools depends on their attendance. We continue to focus on improving the school attendance through our school transport facility, conducting periodic meetings with parents to encourage them to send their children to school regularly and also motivating the children.

We are seeing the impact of our study classes in several different ways.

- A. We observed that the first five ranks in annual exams at schools are DSS students attending study classes. Eg. at Golwalkar, GoraKumbhar and Ambedkar Primary schools.
- B. The state government conducts a test for all 2nd Standard students and students who score more than 75% in these tests are enrolled into 3rd standard in special schools called “Vidya Niketans” run by Pune Municipal Corporation. These schools are meant for good students from classes III to VIII. School uniforms and transport is provided free of cost for these children. 12 children of Door Step School children were selected to join Vidya Niketan last year.
- C. The children who attend study classes generally do well in schools. This has been acknowledged by the teachers as well. The following table shows the level achieved by the children of 1st & 2nd Std. in the month of March 2010.

Table: 7: Comparing DSS children’s performance with School average

Level	1st Std		2nd Std	
	DSS	PMC/PCMC Average	DSS	PMC/PCMC Average
Learning alphabets	29%	41%	7%	13%
Alphabets complete/Learning Matras	12%	29%	7%	19%
Matras complete/Learning Composite Letters	23%	19%	11%	17%
Completed Composite Letters	37%	11%	75%	51%

Note: The statistics for children with writing skills have been included in the numbers who have completed composite letters.

As we can see, most of our children are either as expected or above expected level as per the requirements of the standards they are in E.g. a child in first standard should be at a Matras Complete level at a minimum. 60% of the 1st Standard children and 75% of the 2nd standard children are at or above expected levels.

Direct Education – Addressing key areas

As we can see from Table 3, the retention rate of children attending school is far higher than those who attend NFE classes (50% as against 24%). Within the group, the children from slums are less likely to drop out than those from the construction sites. The reasons, of course, are different for both the groups. Children from slums normally leave due to the lack of interest or because they have joined another tuition class. However, children from the construction sites drop out due to the change of residence.

This year, we have started tracking all “Discontinued” children as “migrated” or “dropped out “ and these statistics may help us address problems of attendance and performance of these two groups in a more detailed way.

We present here some of the practical difficulties that we face towards meeting this goal and the measures in place to address them.

Addressing Children dropping out

The two main reasons for irregular attendance are responsibility of household chores such as washing, cleaning and filling water and lack of easy and regular access to water. Because of this children come late or leave early from the class. Another important reason is the task of baby-sitting. There are so many adolescent girls and boys who are engaged in this task. As is the popular belief they are not necessarily the siblings of the kids that they look after. They are often children of some relative of the parents e.g. a brother or sister or even a cousin who has been brought by the family for looking after the children. Running a crèche for these children solves this problem to a certain extent but not completely. This is more so because the crèche as well as the NFE class is always in the same or adjoining room. In the beginning the baby sitter is not even willing to leave that child in any other person’s care. And even if s/he does, s/he is constantly worried about the younger one and is intensely attentive to the kid’s needs. Naturally they cannot then devote their full attention to what is happening in class.

To address this, we started day-care centers at construction sites and we are also conducting regular meetings with parents to emphasise the need for all children to attend school. We conduct parents meetings when we start a new center to counsel the parents on the importance of education so that they support their enrolment in our classes. We also conduct periodic meetings to give parents feedback on their child’s performance and to keep in touch with them, so that they are encouraged to inform us before leaving a site.

Addressing Children migrating to other locations/ sites:

The opening as well as the closure of sites is not in our control. As soon as we find a new construction site, in the area we have selected for our operations, we start a class there. And when a site is completed and the labour moves out we are forced to close down the site. Also, even if the site is not complete or closed down the labour may move in and out according the needs of the site. Different labour groups have different skills and they are shifted from one location to another as per the

requirements of the construction work. This results into high rate of drop out and low level of attendance and performance.

Over the years, we have put in several measures to track the children moving due to change of residence and we continue to work on finding more effective ways each year.

1. Self Addressed Post-cards

Keeping track of these children is always a problem. We have been trying out different ways of doing so. For example, few years back we had given all our students self addressed post cards and requested the parents to post those back to us stating their new location when they moved. This experiment was a failure as almost nobody sent the post card back. Disheartened, we discontinued the distribution of post cards.

2. Seeking help of Labour contractors

We then concentrated on developing relationship with the concerned labour contractors, who we were informed were the only ones who could tell us about the movement of the labour teams. The relationship worked fine so long as we were in direct contact with them. But once the teams moved out of the site that we were working on, the contractors would just refuse to take our calls, thanks to the facilities like the display of caller ID. So, that channel was also closed and we were left guessing where our children could have gone. The builders or site supervisors etc. are of no help in this matter.

3. Teaching children to call us from the new location

We have then thought of actively training the children to call us from the new location and give us the address of the place they have shifted to. The training is mainly about how to tell the address and the landmarks of the location they are in or tell us the number of the telephone booth they are calling us from. We receive quite a few calls from the children. **This year, 68 children called us and we could help 58 children to get admitted to the school in their new locality.** The most important point to note is that in most of the cases we only guided the parents on phone and they did the rest and gave us the feedback.

4. Distribution of 'My Book's

"My Book" is a specially designed book for children to take home and take with them wherever they go. The purpose of distributing the book is to make children, and mainly their parents, more independent regarding school admissions. The book contains the child's name and photograph and other personal details such as age and height. There are pages where the child can draw and paint and do other fun activities. The most significant pages are the ones on which we stick a copy of the child's age certificate, his progress report and most importantly the area wise list of phone numbers of all the "Sarva Shiksha Abhiyaan"(Education for All) centres all over the city of Pune. We obtained this list from the Pune Municipal Corporation and we are thankful to them for making it available to us. The book was distributed in the parents' meeting explaining them its use and purpose. We explain to them that even if they could not read the phone numbers, they can show the book to somebody on

the site and get the required information and do the follow up. Parents look very pleased to receive the book and some of them even offered to get the photos of their children,

5. Tracking of Children by Teachers

In addition to encouraging children to call us, this year, our teachers were also asked to contact the children based on the contact numbers provided by the children / parents at the time of enrolment. **This year, of a total of 1782 children who migrated, the contact numbers of 298 were available and 110 children could be reached. Out of these children 98 were re-enrolled in DSS or a nearby school.** This is a positive development in our efforts to track down children. The challenges we face are the change of mobile numbers on relocation and incorrect numbers provided by the parents. We are working on addressing these issues to be able to reach out to as many children as possible.

6. Parent's meetings

As mentioned earlier, we conduct regular meetings with parents to keep them informed of their child's progress. We want to extend this interaction with parents to be able to monitor movement of migrated children to ensure continuity of education, by issuing them school leaving certificates and assisting their enrolment at the new sites.

Addressing Transient Children

This year we have started tracking each and every child who enrolled with us and also their leaving. We observed that there are a significant number of children who attend our programs for less than 5 days and also quite a few who attend for less than 10 days. When these children join, we have no way of knowing that they would be leaving in a short time. Our analysis show that these children are typically children of transient labourers brought into the construction sites for specific jobs or guests of the construction site workers.

These children are also part of the population who should be attending schools and they are significant in number .We do not neglect them from statistics as they do need attention, but we have not yet found a way to address this group of children.

Type of Class	Children Enrolled	Attended < 5 days	Attended < 10 Days
NFE	2873	856	422
Balwadi	3619	852	510
Study Classes	1346	91	71
Total	7838	1799	1003

II. DIRECT EDUCATION – SUPPORT SERVICES

1. Day Care Centres for Children below 3

The day care facility was mainly started to take care of the younger siblings of the NFE students.

At construction sites, both of the parents work, so the responsibility of taking care of the younger children often falls on the older ones. If there is a younger sibling to look after, it is not possible for the older child to attend school. Therefore, it becomes imperative for us to take care of the young ones too.

Whenever possible, we arrange for a separate room or at least a wall between the class and the Day Care Center. As the children are with us for such a short time, it is important that the learning happens as efficiently as possible and without too much distracting noise from siblings. Even if we cannot provide a separate facility, we still have a separate teacher to take care of the children.

This year, under the childcare facility, we covered 2696 children. Due to an increase in the number of day care centers from 20 2007-08 to 74 in 2009-10, and the corresponding increase in the number of children, we felt there was a need to give some special focus to how we run our day care centers. Earlier, these children were accommodated as part of our pre-primary classes (Balwadis). Now we treat Day Care Centers as separate entities with their own special needs which we need to address. We made a beginning last year through some initiatives. One such initiative was the introduction of standardized “cloth cradles (jolis)” for the children. Earlier “Jolis” or “Cradles” made by hand from recycled cloth were being used. This year, we got the “Cradles (“Jolis”) designed and fabricated according to our specifications and these are standardized across our day care centers. We have also requested builders to allocate separate space for the daycare centers.



2. Age Certificates

Most of the children from the construction and slum sites do not possess birth certificates or other official identification such as age certificates. Although an age certificate does not have to be presented during admission to municipal schools, it is required along the way. One must also have an age certificate to get a rationing card from the PMC. Furthermore, the certificate is valid in other states in case the

children's families migrate, which happens regularly. In response to this, we have made it a policy to obtain age certificates for all of our NFE and Balwadi children above the age of three.

When the document is obtained, we give the original to the parents, put a copy in the new My Book which the children bring with them, and keep at least one copy with the organization at the main office. This year, we obtained 1323 age certificates for children enrolled in our programs at 80 locations.

3. School Transport Facilities

Making provision for school transport for children is an essential supportive service particularly in Pune because of the heavy and undisciplined traffic in the city. We use our own vehicles as well as auto rickshaws. Transport is needed for bringing the children to municipal schools as well as for collecting them from different construction sites to one location for conducting classes. This becomes necessary when the number of children at a given location is rather small and we can save resources by transporting them to a class running nearby.

This year, we have used our School On Wheels bus, a Tempo Traveller, and one van for school transport. Additionally, we hired several auto rickshaws, which is the most common form of school transport in Pune. This year 1200 children used the facility from 72 locations.

4. School Enrolment

Initially the school authorities were reluctant to admit children of construction site workers. Over the past few years, they have observed that DSS children fare better at the schools and that DSS steps into the role of parents many times to take care of the children's needs. So they are now keen to enrol students from DSS and in some places municipal schools have changed their timings to accommodate our children. In some of the schools more than 50% of enrolments are from DSS, such as Gorakumbhar school at Pashan and Marathi Shala at Dlgambarwadi.

A total of 644 children were enrolled in municipal schools this year. This includes all the children of 6 to 8 age group. Most of these children are admitted to Std. I. Children who are with us for some time and who have passed the external examination held by PMC in the month of April are admitted to Stds. II, III, etc. according their eligibility.



The number of school enrolments has increased since last year. Normally school enrolments are carried out only in the first 3 months of the academic year. This year we decided to enrol children through the year until December. For the children joining after December, we prepared them for external exams and enrolment in the next year in the appropriate standard. This became possible because of the cooperation from Mahatma Phule Shikshan Hami Yojana officials.

Door Step School won the first prize from the PMC under the Mahatma Phule Shikshan Hami Yojana of the Sarva Shiksha Abhiyaan for being the organization with the largest number of school enrolments in Pune

5. External Exams

PMC holds external examinations for Stds. I to VII every year. These examinations are meant for the children who do not attend regular school. The PMC gives the mark list and certificate of passing to successful students. It is our practice to help our NFE students to take the examination approximate to their level of learning. Successful students are subsequently admitted to school in the month of June.

These examinations are scheduled in the month of April. Our experience shows that quite a few children go back to their villages before April as Holi and such other festivals fall in the month of March or early April. We requested the PMC and Mahatma Phule Shikshan Hami Yojana (MPSHY) authorities to advance the exams so that many children who miss the exams will be able to take them and get the certificate and mark list. The MPSHY Yojana authorities expressed their inability to change the schedule but gave us an option of holding the exams ourselves and submit the answer papers and mark lists to them for checking. Accordingly, we have been holding these exams ourselves from the year 2007.

This year 295 students appeared for the external exams. Table 8 shows the passing rate of the children.

Table: 8: External Exams Performance

External Exams - 2009-10			
Exam Date	Children Appeared	Children Passed out	Pass %
April 2009	147	97	66%
Jan 2010	148	132	89%
Total	295	229	78%

This year we selected 67 children who scored more than 70% in the 1st Standard examination in Jan and conducted special classes for them at 6 locations. These children were in the age group of 7-9. Transportation to these classes was provided.

Groups of 5-10 children were formed and coached by 6 teachers, experienced in coaching study class children. To facilitate the children attending these classes, we took care of siblings as well with teachers staying late to take care of the siblings. Many times we arranged lunch for the children. Since some of the classes were in Study centers, children had access to many books and the overall environment was conducive to learning. The outcome of holding these special classes has been very good.

30 of the 67 children took the 2nd standard test in April 2010. 29 passed and were admitted to the third standard, thereby saving them one academic year!

Our children perform well in the exam results and some of the students who have done well in the external exams are listed in Table 9. There are many more such children.

Table. 9: Result Of Examination In Jan 2010

Name of the student	Std.	Exam result
Lokesh Gunja	1st	99%
Puja Nissar	1st	99%
Abhishek Bassati	1st	97%
Premalata Sen	1st	96%
Anjum Sheikh	1st	95%
Sagar Netnaware	2nd	82%
Jyoti Elavatagan	2nd	80%

6. School on Wheels

School on Wheels is a bus designed in form of a mobile classroom. Generally, all our classes are held in labor camps or at construction sites where a location, a tin shed or a room, is provided by the builder. But when such a facility is not available (mostly due to the delay in procedure but sometimes due to non cooperation) we start our classes in School on Wheels. This is the most important use of School on Wheels facility for Pune project.

We have started working in new areas like Wakad Rahtani in the last year and the “School on Wheels” has helped us to kick-start the classes for sites where the on-site classrooms were not ready on time. E.g. Royal Imperio in Rahtani. and Palash. Once the school shelters were readied by the builder, the classes were moved from the School on wheels to the construction sites. The School on wheels was also used as a temporary school for 3 weeks for the Mont Vert Seville site children, when the school was flooded. This helped the children continue the classes un-interrupted.

During the year the School on Wheels vehicle was used at 4 different construction sites covering 432 children enrolled in our Direct Education programs. The bus is also used as a transport service where a total of 143 children were transported to school using the same vehicle from 12 different sites.

At times bus is also converted into a theatre as it is also fitted with a TV and a DVD player. Saturday education + entertainment classes (E- classes) were started from December 2008.

7. Quest

Quest is a science and math activity center for children founded by Mrs. Malati Kelkar. At Quest children get hands on experience of conducting simple experiments covering the syllabus they follow in schools. DSS organizes visits in groups of 8-10 children to Quest, once a week regularly for a two-hour session per visit. In 2009-2010, approximately 151 children from 9 different locations enjoyed attending Quest once a week.

On Sunday, 21st February 2010, Quest had organised a Science Exhibition on the occasion of World Science Day. This exhibition displayed the various Science and Maths projects made by school going children and was open to the public. Children from the various Door Step School locations put up the following exhibits at the exhibition:



Center /	Topic	Experiment
Baner Road	Recycling Old Newspaper	Children demonstrated how old newspaper can be recycled by soaking it in water and making papier mache. They displayed various articles made out of papier mache.
Pashankar D.R.D.O	The Inner Ear	The children displayed graphic information about the various parts of the inner ear. They also talked about how sound waves are generated.
Mont Vert - I	The Tongue and Its Taste Buds	The tongue is a sensory organ for taste. Using various food items the children demonstrated what parts of the tongue are sensitive to the different kinds of tastes.
Mont Vert - II	Water	The children demonstrated how to filter out muddy water with the help of an experiment.
Golwalkar	The Eye	The children displayed and explained the functioning of the sensory organ (eye), its inner layout and how an image is seen.
Shivaji Housing Society and Lal Chaal	Oxygen	The children displayed the existence of oxygen in the air with the help of a candle experiment. They explained the functioning of the Nose with the help of charts and by making people smell different things. Skin gives us the sense of touch. Children displayed fabrics of various types for everyone to touch.
Sus Road	Composting	Children displayed how to separate the organic/wet waste from the dry waste. They talked about how manure is created and how plants benefit from it.

Science Quiz

Door Step School in partnership with Quest Science and Math Lab organized a quiz competition for its children on the 14th of March 2010. Children who have been regularly going to the Quest lab and participating in our science labs at the study centers were picked to participate in the event. For each age group (junior and senior) two groups of about 13 students each were created. The children were very enthusiastic and knew most of the answers. Each participating child went home with a certificate. It was evident from all the children's faces how much they enjoyed this event and how much they have learned from their time at Quest.

III. SCHOOL INTERVENTION (Project Grow with Books)

While our direct Education programs target children of the Construction sites and communities with the goal of enrolment in schools, we also continue supporting the school going children through our "School Intervention" Program. The following sections describe how this program evolved and how it currently benefits the school going children.

The Reading Class Program (RCP) was started in 1999 covering 10 Pune Municipal Corporation (PMC) primary schools. The program was targeted at children of Stds. I to IV of these schools. However, before the initiation of this innovative programme Door Step School was already running mobile library in certain communities off Karve Road, from 1993. It was also running study classes in two PMC schools (Khilare and Deendayal) during the same period. These study classes were started on an experimental basis and they were discontinued after 2 years. But the community library still continues.

The experience gained while conducting slum libraries and study classes led to the introduction of Reading Classes. For example, the community library was used by kids who could read well, but the kids who could not read, did not come forward to take books. It was also seen that there was a significant difference in the number of boys and girls borrowing books. The girls were borrowing considerably less. While conducting study classes based in schools, we got the first hand experience of the much talked about lack of reading skills of children studying in public schools. We also could see the major reason for this deficiency. These children have almost no access to any books other than their text books. They have no opportunity to hone their reading skills. Our Reading Classes are designed to provide this opportunity. Our community library program is also started with the same objective in mind. But as experience showed us, community libraries do not help those who are just beginning to learn reading. However, reading classes do help neo literates in honing their reading skills.

Reading class program addressed both these problems. By working directly with school children from Std. I onwards we could reach out to children who were just beginning to read. The group is captive and the gender gap is not further widened as it happens in the community library program where membership is voluntary.

We started Reading classes in 1999 and in 2000 we introduced the lending library in those schools in which we were working. Later in 2004, we started the lending library for the middle schools (Stds. V to VII), which are housed in the same building. The lending library for the higher standards was started because the children of Std. V asked for books. They were already accustomed to borrowing books to take home and read. The reading habit was already inculcated. The demand was the outcome of our work with them in primary schools. We did respond to their demand and are continuing with this program as well. We also grouped the three (Reading Class and Lending Library in primary and middle schools) programs together and renamed the project ‘**Grow with Books**’.



1. Reading Class Program

In 1999, this program was started in 10 PMC schools. It grew steadily through the years. It was extended to Pimpri Chinchwad Municipal Corporation (PCMC) schools in 2006. In 2007 we worked for the first time in 2 private and 1 Zilla Parishad School along with the PMC and PCMC schools. The Reading class program is conducted in the Marathi as well as Urdu medium schools. The children in Urdu medium schools start taking lessons in Marathi language from Std. III onwards whereas those in Marathi medium start from Std.I itself. So in Urdu schools our program covers children from Stds. III to VI. In terms of skills in reading Marathi they are more or less equal to Stds. I to IV of Marathi medium schools. This project has grown considerably in last 10 years, which can be seen below:

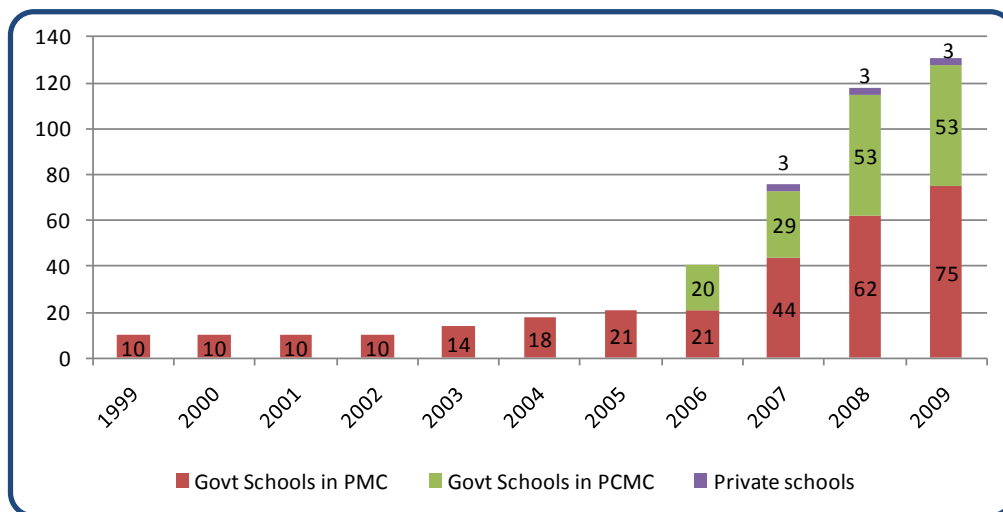


Figure 3: “Grow with Books” – the last 10 years

Once the schools are selected, each standard is allotted one Reading class per week. The class teacher is usually present in the classroom; a few of them even participate in the activities. The activities of the class are conducted by Book-fairies, (the field level workers of the program). Normally two book-fairies together conduct a reading class session of 90-minute duration. Each class and hence every student receives 90 minutes of supervised reading and related activities every week. The book fairies are specially trained for conducting these activities. The 90 minutes are utilized in a planned manner as shown below.

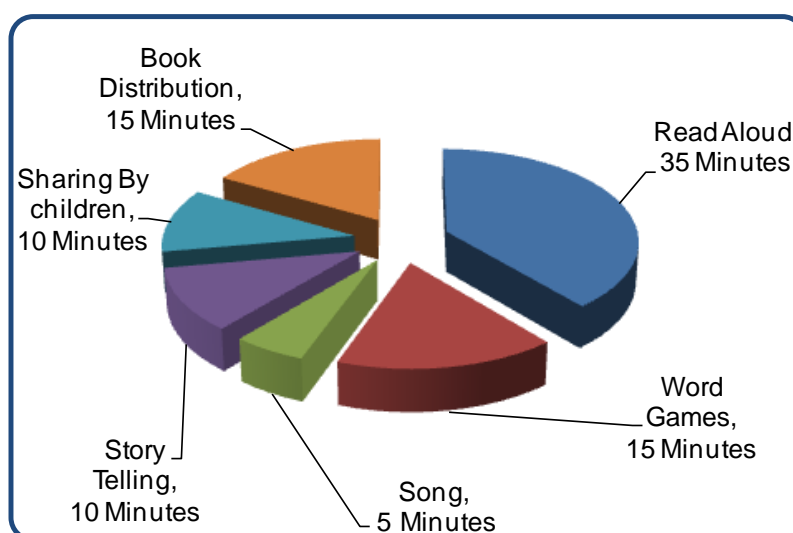


Figure 4: Activities in 90-minute session

The Book Fairy usually carries a set of books with her for a Reading Class. The number of books depends on the class strength (it is at least 1 ½ times the class strength). The books are selected according to the reading levels of children in that class.

This year we covered 36,405 children from 131 schools under the Reading Class program (std I to IV). In all we covered 44387 children (std I to VII) under project 'Grow with Books'.

Table 10: Schools and Number of Children

	Local Government Schools		Private Schools	TOTAL
	Pune Municipal Corporation (PMC)	Pimpri Chinchwad Municipal Corporation (PCMC)		
Schools	76	53	2	131
Children	20665	15117	623	36405

Table 11: Distribution of Students Standard Wise

Standard	I*	II	III	IV	Total
Number of classes	205	203	207	200	815
Number of students	9764	8941	9062	8638	36405

* The numbers in this table include classes in the Urdu medium schools, but classes of Std. III are reflected in the Std. I column, as that is the level of the children in Marathi. In Urdu medium schools, Marathi is introduced in Std. III as a second language.

Reading Sessions:

As each class seems to have had 25-27 Reading Sessions, most of the children have at least handled 21 or more books each. We say 'handled' because how many of these books they 'read' really depends on their ability. In every session, the actual reading time is about 30 to 35 minutes. Children who are good at reading help others to read books. Not many children can finish a book during that time. Hence we allow them to take the books home if they want to do so. And as we see from the figures of lending library membership, we realize that many children do want to take books home.

However, there is a paucity of graded reading material in Marathi. A number of books for children who can read well are available in the market. But there are hardly any books for a beginner. We can say this with confidence because over a period of time we have collected almost all the books published for children in Marathi language. When we started working 10 years ago, there were a few titles of this category. Currently some of those books are 'out of print' and publishers are not keen on printing those books again.

We have been trying to address this lacuna by interaction with writers of children's literature.

Table.12: Children's Reading Ability Levels and Availability of Level- Appropriate Books

Level of reading and book type required	No of Readers	*Percentage Of Readers	No. Of Titles	No. Of Books per Child	No. Of books
Pictorial	6572	19%	26	Less than 1	2364
Elementary (books with alphabets and Matras)	6114	18%	44	5	31185
Books without Composite letter Words	5732	17%	35	3	18016
Books with Composite Letters	15863	46%	2473	4	64547
Total	34281		2578		116112

* We have worked out these percentages on the basis of Reading Ability tests that we administer twice every year.

Pictorial books are given only to the 1st standard students for the first term only. The table clearly brings out the point of paucity of graded reading material that we talked about in the earlier paragraph. The ratio of books per child for books without composite letters is inadequate because very few such books are available in market. **Out of the 35 titles of story books without composite letter words, 19 are written and published by Door Step School.**

Reading Ability Test

We conduct two reading ability tests in an academic year to assess the level of reading ability of the students. One test is conducted at the beginning of the academic year i.e. in July whereas the other is conducted at the end of the year in the month of March. The test is designed to evaluate the children for their reading ability. As mentioned earlier there are four categories or levels. Children who can read:

- All the alphabets.
- A paragraph, which comprises of all the barakhadi matras.
- All the composite letters appearing in prescribed text books for each class.
- A paragraph, comprising of all types of composite letters.

Table 13: Reading Ability Test at the End of the Academic Year

Standard Level of Reading						Total in Percentage
	I	II	III	IV	Total	
Learning Alphabet	3109	963	420	159	4651	15%
Alphabet complete	2159	1454	952	483	5048	17%
Matras complete	1421	1238	1018	737	4414	15%
All types of Composite letters & words	875	3735	5293	5960	15863	53%
Total	7564	7390	7683	7339	29976	100%
Absent for the test	2200	1552	1378	1299	6429	
Total	9764	8942	9061	8638	36405	

We can see from Table 13 that even at the end of the year 15% of the total students are still struggling with alphabets only. Although 67 percent of these students are from Std. I, 21% of them are from Std. II, there are some (9%) students even from Std. III & IV who do not know alphabets. If we go by the prescribed text books the children are expected to learn all alphabets and Matras and a few composite letter words by the end of the 1st year of schooling. The children of Stds. II & III are expected to develop comprehension, vocabulary, and power of expression while honing their reading skills. This year we have undertaken some experimental projects to help elevate the reading skills of these children.

The results of these tests also help us to

- a) identify that the book given to the child is as per his/her reading level and to distribute books to the children as per their reading levels
- b) know the changes we need to make to our book stock so that it suffices the needs of the children properly.

New Initiatives/ Experimental Projects

i. Sibling Pair

The idea behind this program was to enlist the help of an older sibling in enhancing the reading/writing skill of the child. The goal was that the child should be able to read all the alphabets and matras. The program was driven by book fairies without any extra remuneration. The older sibling was given directions on how and what to teach the younger one. The book fairies did a regular follow up of both the children and recorded the progress of the child. In a span of 7 months 40% of the children achieved the goal. A test was conducted at the end of the program and the best performers were felicitated by the organization.

ii. Comprehension Passages

As the reading class program has been running in PCMC schools for many years a thought crossed our minds “Do these children comprehend what they read?” It was decided to conduct an experiment to assess and ensure this key aspect of a child’s learning.

This activity was conducted on an experimental basis in 6 schools of PCMC. The 4th Std. students were given one passage for comprehension each month for 4 months in the time allotted for the reading session. The comparative results of pre-test and post-test scores between the schools where the initiative was conducted (Experimental Group) and where it was not (Control Group) were heartening. Over 90% of the children from the Experimental group showed good comprehension capacity (earning 7+ marks) against 47 percent in the Control group.

We plan to conduct this activity in all the standards of PCMC schools, except 1st grade in the coming year.

iii. Two reading class sessions per week for 2nd grade

Children need a lot of practice to develop and hone their reading and writing skills. Keeping this in mind this activity was conducted in 48 PCMC schools. The goal of this activity was to elevate the children to alphabets and matras complete level. During the reading class sessions the book fairy used the Practice Book (‘Saraav Pustika ’) to give practice. Hand signs were used as a form of teaching too. These children were also given homework. At the end of the year 74% children from the learning alphabet level achieved the goal, whereas 81% of the learning matras level achieved the goal.

iv. Alumni Survey

As a part of looking back at 10 years, we conducted a survey among the ex-readers of Reading Class Program (RCP) who were the beneficiaries of RCP but have now moved on to higher standards.

The objective of the survey was to know their view on various aspects of the program, for e.g. what was their favorite part of the session, whether the program had any effect on their skills, their feedback of the program in general. More than 90% of the students have continued reading in some form or the other (excluding the curriculum books) and more than 75% have motivated others to read books. They were very liberal with their praise for the program. Some students also voiced their thoughts at the 10 year celebrations.

Impact of Reading Classes

In the year 2005 we carried out a study of the impact of Reading Classes by compiling Reading Ability Test results of the previous 4 academic years. We compared the data by taking children with no RC experience, with 1-year exposure, and with 2 and 3, years of the RC exposure.

Table 14: Percentage of Children Who Are Able To Read Any Written Matter

No. Of Years Of Reading Classes Exposure	No. Of Schools	Std. IV (%)	Std.III (%)	Std.II (%)
3 yrs (2002-05)	21	85	72	49
2 yrs (2003-05)	18	83	66	44
1 yr (2004-05)	14	73	61	33
No. of RCs	10	50	47	31

Table 14 clearly shows, that the percentage of the children who can read well, improves considerably with the increasing number of years of exposure to the Reading Classes and lending library. Although the data is old, it continues to be represented here for indicating impact.

It is difficult to quantify the impact of reading classes without comparing the children with and without Reading Class exposure, an exercise we have undertaken once in 2004-05. There we found that the reading classes make noticeable difference in Reading Ability of children of Stds. III and IV. The difference in Stds. I and II is almost negligible, though. This means that the change process takes a long time to show noticeable impact. It is not immediate or instant. There are other indicators of change though. Each Reading Class is the direct interaction of the book fairy and the children for 90 minutes for nearly 25 times a year and taking into consideration school vacations and holidays it is at least thrice a month during school year. The children along with reading are also subjected to various other activities like songs, games, stories etc.

Exposing children to a variety of books not only generates their interest in reading but also increases their reading ability. The supervised reading taken by our book fairies also helps the kids to get bolder. They are also encouraged to participate in various competitions like story-telling, reading conducted by us. The winners are also given prizes. Common experience while running the library is losing or damaging books, but we found that the percentage of lost and damaged books is 4-5%.

Change as observed by the teachers:

- Attention span of children has increased and kids they have started reading for a longer period of time.
- Children are not as listless as they used to be before they were introduced to Reading Classes.
- Their reading speed has improved.
- Children often have a habit of reading a letter and then the matra alongside it for e.g. K+A ki matra = KA, but now due to the reading practice that the children get, they read KA at a time. This also helps to increase their reading speed.
- Children from higher standards have started asking for specific books, sometimes reference books for their projects.
- Some children from the '**Sibling Pair**' initiative got prizes in competitions, 17 in Reading competition and 12 in Story- telling.

Improvement in Reading Ability

Reading ability tests given in July 2009 showed the difference in the levels of reading skills of children from schools where Reading Classes were held in the year 2008-09 and the schools which were added newly this year (2009-10). 10 new schools and 10 old schools were selected randomly from 78 schools of PMC.

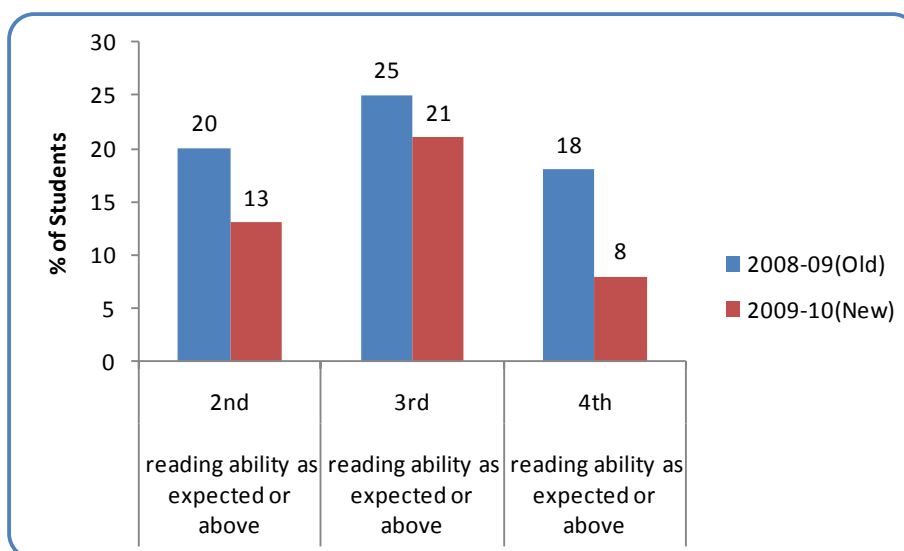


Figure 5: Reading Ability with and without Reading Classes

Figure 5 clearly shows the positive impact of conducting Reading classes.

2. Home Lending Program

Home lending in primary schools started in 1999 as a part of Reading Class activity itself. Based on our experience, we now start the Lending library after the completion of one year of Reading classes in that school. This activity is run for standards 1st to 7th. In case of the primary section i.e. std 1st to 4th, it is run as a part of the reading class session. After the reading class session 30 minutes are allotted for this activity. Each child can take a book to read at home. Children who are in the level of 'Alphabets and matras complete' are given these books. The book is of his/her choice. The child returns the book in the next session. The book fairy keeps a record of these books.

This year we conducted this program in all the schools.

Table 15: Home Lending Record From 1999-2010 for Std. II – IV

Standard \ Year	1999-2000 *	2000-01**	2001-02	2002-03	2003-04	2004-05	2005-06	2006-07	2007-08	2008-09	2009-10
II			119	352	445	729	768	841	796	3250	4581
III			243	504	651	1055	1046	1138	2350	5978	6083
IV			163	522	713	913	1032	1090	2447	6391	6652
Total	169	Na	525	1378	1849	2697	2846	3069	5623	15619	17316
Percentage					51%	66%	81%	82%	73%#	92%	93%

*Standard wise record is unavailable.

**The program was discontinued due to staff problem.

#The percentage of readers this year has reduced because we faced certain technical difficulties, which have affected the books given home.

Table 16: Circulation of Books in Home lending program

Standard	Books Issued					No. Of Readers	No. Of Eligible Readers
	1 to 5	6 to10	11 to 15	16 to 20	More than 20		
II	1004	1005	999	972	598	4581	4999
III	870	1037	1351	1752	1073	6083	6594
IV	1111	1399	1765	1684	693	6652	7084
Total	2985	3441	4115	4408	2364	17316	18677

This year the children have read 13 books on average.



Home Lending for Stds. V to VII.

This library for the high school children was started entirely due to the demand of the children and the willingness of the school officials. The program was started in 2002 in a school solely on trial basis. A fee of Rs.5 was charged, but due to certain problems encountered, the program was discontinued in the year 2003. It was re-started in 2004, but as a free library. Initially it was started in 4 schools, since then the response has been so overwhelming that we expanded to more schools.

Table 17: Increase in Number Of Readers Annually

Year & No. of schools covered	2002-03 (1)	2003-04 (Nil)	2004-05 (4)	2005-06 (6)	2006-07 (15)	2007-08 (19)	2008-09 (30)	2009-10 (56)
Standard								
V			318	432	1197	1081	1818	2848
VI			333	391	995	1087	1636	2659
VII			296	378	817	947	1592	2475
Total Readers	89		947	1201 (99%)	3009 (97%)	3115 (83%)	5046 (98%)	7982 (94%)
Total Students			NA	1218	3109	3734	5144	8467

Table 18: No. Of Readers in the Secondary Section (Stds. V to VII)

No. Of books issued	1 to 5	6 to 10	11 to 15	16 to 20	21 to 25	More than 25	Total	No. Of eligible readers
Standard								
V	335	602	706	586	321	298	2848	3081
VI	274	546	666	604	305	264	2659	2771
VII	357	576	618	474	240	210	2475	2615
Total	966	1724	1990	1664	866	772	7982 (94%)	8467

A majority of the children have read 11-15 books.

The impact of this program has been good. We find children asking for a variety of books. Children use the library as a reference library to help them in their academics as well as school projects.

3. Publications

When we started Door Step School, we had no idea that we will ever publish books. But we did it! We did it first in 2002 with a set of 8 books for the beginners. The paucity of books in Marathi for graded learning and the books which have big bold type, lot of reading material, easy every day use language and reasonable price is rather scarce. When we started the Reading Classes under 'Project Grow with Books' in 1999, we started buying books in large quantities. We also gained firsthand knowledge of the needs of children based on their reading abilities and the difficulty

in getting the right type of books. This led us to publish books ourselves. We have since published more than 30 different books: story-books and books for learning to read.

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

For past 10 years we had been promising ourselves to publish a “**Picture dictionary**” in Marathi. This year this dream was realized. We published the “Picture Dictionary” on the occasion of the 10 year completion celebration of project ‘Grow with Books’. The words for this dictionary were chosen meticulously from the experience of book fairies and teachers from our NFE classes.



4. Events – 10 year Completion Celebrations

A small function was organized at Congress Bhavan on 22nd April to celebrate the completion of a decade of project “Grow With Books”. The invitees included representatives of some of our sponsors, teachers and principals from some Municipal Schools, parents of some students of RCP and also some ex students of RCP.

Along with the presentation of the key goals and results of the last 10 years the teachers and principals were requested to speak their minds regarding the RCP. They had only good and encouraging words for the book fairies and praised the quality of the program and the dedication of the staff. We also interviewed the brothers and sisters who were part of our ‘Sibling Pair’ activity and some of the ex-students spoke about the impact of the program.

The highlights of the program were the publication of ‘Children’s Dictionary’, which has been our dream for last 10 years and also the publication of a manuscript handwritten by the book fairies. This manuscript had articles submitted by book fairies themselves.

A representative of the French organization ASMAE, who has been with us since the initial phases of this program, spoke on behalf of the organization. She lauded the work of Door Step School. Many employees who have been with the project for all of these 10 years were felicitated.

IV. COMMUNITY LEARNING CENTERS

Door Step School currently runs two Community Learning Centers. In 2002, we started the Dada Paranjpe Abhyasika in Dattawadi. Then in August 2003 we started the Bapusaheb Chowgule Center in the Shivaji Housing Society near Senapati Bapat Road.

Community Learning Centers provide an umbrella location for addressing different literacy needs of the Communities in their proximity. These needs are addresses through multiple services that are provided within the center as well as within the communities.

As we see from Table 19 Community learning Centers provide Direct Education services through Study Classes in the communities, Literacy (NFE) and Pre-primary classes (Balwadi) along with day care centers. In addition, these centers provide an entirely new set of services such as Reading Room, Community library for children and adults and a computer Center. Unlike the direct education programs, community library, reading room and computer classes mainly target children from middle and secondary schools. In 2007 we started a facility to conduct simple experiments to learn the basics of science learnt in schools. This facility is available in the Dattawadi Center.

Table 19: Activities at the two Community Learning Centers

Program	Activities	No. Of Children/ Beneficiaries	No. of locations from	
Direct Education	NFE	25	20	
	Balwadi	42		
	Study classes in Communities	224		
Direct Education Support	Day Care Centers	19	12	
CLC Services	Reading Room	665	27	
	Community Based Childrens Library	In Learning Center	212	26
		In Community	424	
	Adult Library	24	6	
	Computer Classes	224	25	
	Science Practicals	In Learning Center	57	25
In Community		120		

We have described our Direct Education Activities earlier and covered statistics relevant to them in Community Learning Centers in Table 19. The following paragraphs describe the other activities at the Community learning Centers in detail.

1. Reading Room

Our reading rooms are for children of Standards I through X from the communities, who need a place where they can sit undisturbed and focus on their studies. While this initiative was started as a reference library (Sandarbh Vachnalaya) where Atlases, dictionaries and other useful material, not found in most of the children's

homes, are available, these rooms have now become a platform for a variety of additional educational activities for the children. No regular teaching takes place here, but a teacher is always available to help the students.

Most volunteers, who come to teach, do so with the reading room children, holding sessions in typically in English or sciences on a daily or weekly basis.

In the year 2008, we started a reading room facility in a construction labour camp, DRDO, due to the demand of the children who had grown too old for our study classes. This has been a success and is still running. Since then we have extended this service to 31 other construction sites. During the year 2009-10 665 children availed of our reading room facilities as can be seen from Table 20.

Table 20: Beneficiaries of the reading room facilities

Standard	Boys	Girls	Total
1 st to 4 th	79	127	206
5 th	39	64	103
6 th	27	47	74
7 th	39	43	82
8 th	32	33	65
9 th	20	17	37
10 th	26	25	51
Others	18	29	47
Total	280	385	665

2. Community based Children's Libraries

The main objective in starting Community Libraries as one of the major programs was to improve the reading skills of children by providing easy access to a variety of reading material.

The status of community Library Program in the year 2009-10 is as shown in Table 21.

Table 21: Books Read by the Children in the Community Libraries

Number of books	Boys	Girls	Total
1 to 5	27	11	38
6 to 10	22	50	72
11 to 15	13	38	51
16 to 20	18	43	61
20+	49	121	170
Total	129	263	392

In community libraries, children come from different places, which are often two to four kilometres away from our centers. It is not possible for these children to come to exchange the books every day. In response to this we started a few small branches of our libraries in the communities near Dattawadi and the Shivaji Housing Society in January 2008. A student who has benefited from our study center is appointed to look after the community library. He carries a bag of 50 books to his house and exchanges them every month. We call these “child to child” Libraries.

A couple of years ago, we also started community libraries in our reading rooms at two construction sites, i.e. Mont Vert and DRDO. After the initial success, we have expanded this to other construction sites whenever there has been a demand from the children.

Some parents of our children expressed a desire to avail the Library facilities at our Dattawadi Center. We have expanded the Dattwadi Center library to cater to the adult readers in the community. Last year 24 persons availed this facility, which we call “Adult Library”. Though this is not our focus, we will continue to extend this facility as long as there is a need.

3. Computer Classes

DSS runs two computer centers, one at Dattawadi and another at Shivaji Housing Society community learning Centers. DSS has evolved its own computer literacy curriculum. It includes familiarization with MS Word, MS excel, Paint, preparing power point presentation and using the internet along with basic knowledge of hardware. In the year 2009-10, a total of 224 children enrolled at the centers. Those completing the course are furnished with a completion certificate.

The syllabus has been customized separately for 3 groups standard 5th -6th, 7th – 10th and 10th standard upwards. The curriculum for 10th standard upwards is equivalent to MS-CIT (Maharashtra State – Certificate in IT). We are exploring the possibility of providing similar certificates to the students who complete this course. The computer classes for standards 5th to 10th are run with a very nominal fee and similar computer training is not available for kids of this age group. Hence there is a good demand for this training.

Table 22: Standard-wise distribution of students enrolled in computer classes

Standard	Boys	Girl	Total
3 rd	9	9	18
4 th	16	8	24
5 th	17	28	45
6 th	8	24	32
7 rd	6	19	25
8 rd	3	18	21
9 rd	6	13	19
10 th	14	11	25
Others	10	5	15
Total	89	135	224

4. Science Practicals

Quest is a science and math activity center for children founded by Mrs. Malati Kelkar. We have described this in the Literacy Classes (NFE) section. Children utilising the Community Learning Centers usually visit Quest Once a week. It was not always possible for our children at Dattawadi to attend Quest regularly as it was 12 to 13 Km away. Fortunately, due to private donations and a volunteer who was willing to come once a week we were able to start an alternative **science practicals** program in August 2007 at our Dattawadi Community Learning Center. As part of this program the children conduct simple experiments to learn the basics of science taught in their classes at school.

The response of the children to this program has been good. Our science laboratory activities were appreciated by the PMC teachers from Dattawadi School and they provided space & time for conducting the same activity for the students of 5th to 7th std. of the school. Door Step School now conducts these science experiments at the school regularly.

57 children attended these practicals at the Centers and 120 children in schools from April 2009 to March 2010. Children of the Shivaji Housing Society Center continue to attend Quest.

To celebrate National Science Day which falls on the 28th of February, volunteers from the ASHA Foundation organized a science themed event for the children of Door Step School. This event was designed to create an interest in science among kids. Around 50 kids of the Shivaji Housing Society CLC attended the event along with teachers and coordinators. The children were divided into 5 groups of 10 each. Each group had a volunteer from ASHA demonstrating how to create a toy using some simple scientific phenomena. Simple toys were created using inexpensive materials like paper, string, sticks, wires, magnets etc. The experiments demonstrated how science is useful and can be used to create fun objects.

5. Audio Visual Library

We launched an “Audio visual Library” program in Jan 2009, with the goal of screening audiovisual films related to personal hygiene, environment and education to increase the children’s awareness and create a visual impact. The Audio visual aids were used in Study centers on weekdays and for the construction site children, through the “School on Wheels” on Saturdays. The children are made to Over 300 children benefited from this program and the impact has been positive. As an example, after viewing the film on garbage and how to dispose wet and dry household garbage one child has actually dug a pit in his outside his house and collecting wet garbage in it.

6. Other Activities

Apart from this, the Community Learning Centers have become the platform for a variety of additional educational activities for the children. Most volunteers, who come to teach, do so at with the reference library children, holding sessions in typically in English or sciences on a daily or weekly basis. Furthermore, trips and

picnics are arranged to parks, cultural heritage sites and other places of interest around the city. These have included regular visits to Quest, a science laboratory for school children, as well as to Peshwe Park, a park that exhibits technological instruments and methods for obtaining sustainable energy.

When our children visited Vishrambaug Wada, they were surprised to see the stock of three Lakh books in the Library!. The visit to Konark Park Bird sanctuary gave a lot of information on the birds and the children were delighted to see so many colorful birds of the country.

While the focus remains on Education, we also organize some entertainment and fun events for the children on special occasions like Independence Day, Diwali and Christmas.

A Summary of the other activities at the Community learning Centers is given in Table 23.

Table 23: Other activities at Community learning Centers

Activity	Number of children
Swimming camp	10
Visit to Science express	31
Visit to Vishrambaug Wada	27
Visit to Mahatma Phule Wada	22
Diwali Party	150
Picnic at Konark Park	337
Christmas party	185
Hand Impression using color	60
Craft activity	20
Craft activity & Puppet show	70



V. TRAINING CENTER

Since we had shifted our focus to migrant population in 2003, and construction labour in particular, we felt the need for a specific group-training module. Since our needs are unique in certain ways, we have put in special efforts to develop the training content, method along with a kit of teaching aids suitable to our needs. A full time staff member spent nearly two full years (2004-06) working on the module and a manual for our specific training needs. Thus, we had the training module, manual and the material in place ready. The plans for large scale expansion to multiple construction sites and Municipal schools in Pune and Mumbai in 2007 highlighted the need for trained personnel, particularly the teaching staff. So we started working towards the establishment of a training center.

The Door Step School Training Centre in Pune was started in late 2007 and came to be known as “**Parivartan Training Centre**”. The need for a training center was felt when Door Step School was expanding and needed to recruit many teachers for Project Foundation and freshers could not be placed in the field directly.

The Training Center conducts 2 types of training – New teachers training and Refresher trainings for Teachers, co-ordinators and supervisors. New teachers training is a 7-week-long course of which first 3 weeks are class–room training, followed by 3 weeks of field training and one week for feedback and recapitulation sessions.

The training center remains the backbone for our operations, helps in quality management of teachers and other staff. It also provides a platform for women to learn new skills, pursue a career, increase confidence and social status as a by-product of the core goals of the center.

The total number of trainings for different categories since inception have been summarised in the Table 24.

Table 24: Total Trainings and Numbers Trained

Training Name	No of Trainings in Year			Total Trainings	Total No of trainees
	07-08	08-09	09-10		
Teacher Trainings (supported by Wipro Cares	4	7	5	16	354
Balwadi Teachers Training	-	-	1	1	20
Supervisors Training	-	2	-	2	47
MPSSA Teachers Training	-	3	2	5	138
Total	4	12	8	24	559

Note: Data for 07-08 is from Aug 07 when the program commenced.

Mahatma Phule Shikshan Hami Yojana

The word of the New Teachers" Training spread and in the last year, we were approached by authorities of **Mahatma Phule Shikshan Hami Yojana- MPSHY**, an education guarantee scheme of the Government of Maharashtra. They proposed that Door Step School should train teachers of other NGOs that were supported by MPSHY. This proposal was accepted by Door Step School as it was a good opportunity to impact the non formal education sector.

A Total of 138 teachers from 12 fellow organizations & 15 teachers from MPSHY supported NGOs were trained through this program.

Mahatma Phule Shikshan Hami Yojana 3 weeks programme	Batch No.	Number of Trainees
Total Trained- 138 Teachers from 12 fellow organisations and 15 teachers from MPHSY supported NGOs	1	26
	2	31
	3	30
	4	27
	5	24

Refresher Trainings

Starting January this year, refresher trainings for co-ordinators and supervisors of our Project Foundation have been added to the overall program of the training center. These trainings are conducted every month and in two different settings: Once a month for all supervisors and co-ordinators together, and once a month for both the teams independently. This allows us to cover topics that affect work for everyone involved and also gives them continuous refresher about their duties and responsibilities. The supervisors then conduct refresher trainings for their teachers. Thus we plan to cover the entire staff.

Earlier we had added similar refresher trainings for our staff in the Project Grow with Books program as well. With the addition of these trainings, the training center has been able to offer wide variety of trainings, which covers all our programs across the organisation.

Table 25: Refresher Trainings

Training Name	No of Training Sessions in Year			Total Training Sessions	Ave. No of trainees/ Session
	07- 08	08 - 09	09 - 10		
Co-ordinators Refresher	-	1	8	9	19
Supervisor's Refresher	-	3	8	11	23
Teachers Refresher			2	2	20
Project Grow with Books	-	-	4	4	24
Total	0	4	22	26	

Training Impact

The trainings provided by the Training center have helped meet the requirements for NFE and Balwadi skill sets and we have observed that the trained teachers have satisfactory performance in the field.

The training has also provided other qualitative benefits for the teachers such as

- Women are empowered
- Increase in self confidence of the teachers
- Increase in their ability to guide their own kids in study
- Many are motivated and pursue higher education
- Create employment among women, who otherwise will not have gotten the opportunity
- Improve status of the women in their society

These are amply illustrated in the words of the trained teachers themselves. Feedback is collected from trainees at the end of each session.

We can also say that the trainings have impacted the 7000+ children who are beneficiaries of our Direct Education program. But for these trained teachers, the impact that we are seeing in our programs would not have been possible.

Alumni Function

Last year about 63% of the trainees joined Door Step School. It was realised that a platform needs to be provided for all the alumni of Parivartan training center so that we can maintain a database of all of them and also assess their willingness to join us. Doorstep School organized an Alumni function on 14th November, 2009 for all the teachers who had completed the 7 weeks Teacher's Training Programme at Parivartan. With great excitement 73 alumni got together to share their views, their experiences and so on. They all just enjoyed the day meeting old friends and other colleagues through games in groups. Our coordinators and Training team had organized a street play "Andharatun Prakashakade" or "Timiratun Tejakade" (from darkness to light) only for them which inspired them to overcome all their problems and work hard.

The Canvas painting activity with the theme 'Mazya Manatil DSS' gave them an opportunity to express themselves with great creativity and all of them enjoyed it "Dil Se". In a way it was one of the most memorable days of their life which they will never forget. And at the end of it, we were able to convince a few to join us.

VI. ARE WE MAKING IMPACT?

Over the years, DSS has impacted the lives of many children. Through various forums, such as builders meetings, parents meetings, Sarva Siksha Abhiyaan activities, we have been able to permeate the importance of education to the under-privileged sections of society. We have seen a gradual change over the years in their approach and thought process. Builders, funding agencies and parents are themselves approaching us to start a center or to provide guidance in case of a

transfer of schools. Many of our children show outstanding performance in schools in spite of the background they come from. Our teachers take extra efforts to enroll children at new sites and continue monitoring them throughout their schooling. We noted a few examples of how we are impact on individuals / groups. There are many more.

Komal Adagale stays in a community slum adjacent to our centre at Pashankar Vitbhatti. After relentless efforts by our teachers and coordinators her parents were convinced and they enrolled her in our Non Formal Education classes when she was 9 years old. She was enrolled in a Municipal School at Pashan in the subsequent year. Her performance in school is excellent. Though she was elder to all other classmates, she continued her education without any hesitation and she is now determined to complete her education. Now her parents are also convinced and give her full support for her education as per their capacity.

Today Komal is 13 years old and is studying in the 4th standard. She stood 1st in the annual examination of the 3rd standard and this year she was amongst the students selected for scholarship exam by the school.



Sunita Bhalerao- Supervisor at the Study Center took up the initiative of admitting 22 under privileged children to the Municipal School in Gokhale Nagar, in spite of lack of cooperation from parents. Her persistence in convincing the parents through daily visits gradually changed their stance and agreed to put their children in school.

The school, knowing the background of these children was reluctant to admit them.

However, Sunita personally assured them of their attendance.

Sunita was felicitated by the Nagar Sevak at Gokhale Nagar and was also given the post of member of "WARD SHIKSHAN SAMITI" throughout Pune.



Mahesh, along with his parents, was a resident of the "Garden City" construction site in the Warje Malwadi area. When Door Step School started operating on this site in the year 2006, Mahesh had dropped out of school after finishing his 2nd standard schooling. He had done his initial schooling from Vijapur (Karnataka) but had to take a break as his parents moved to the construction site in Pune.



His parents were interested in continuing his education but did not have the means or the resources to figure out what is needed and which school to enroll him in. DSS took up this responsibility and based on Mahesh's age and ability, enrolled him in Standard 4. Mahesh was a regular student at school. His parents had to move to the "Prayeja City" site for work. In spite of Door Step running a school on this site. Mahesh was a regular student at school.

His parents had to move to the "Prayeja City" site for work. In spite of Door Step running a school on this site, Mahesh insisted on driving to his old school at the "Garden City" site. He studied at that site till he was in 7th standard and passed with 70% marks. Currently, he is enrolled in 8th standard in the Rayat Shikshan Sanstha's "Narayan Rao Sanas" school in Vadgaon. Mahesh's parents are very proud of his achievements and are ready to do whatever it takes for Mahesh to complete his education.

Monish is an outstanding example of a child who wants to study in spite of all the adversities in his life. He is with us for nearly three years now. Since the time he joined our NFE classes at Kapil Malhar site he works in a hotel almost full time, however, in his free time he would come and attend the classes but unfortunately at the time of annual examinations his family would routinely go back to their native place. Thus he missed the examination and could not be enrolled in school either.

He did not give up his efforts though and learnt to read and write and do simple calculations etc. It showed in his work and his employer was impressed by his performance at work and enquired where he learnt to read, write and calculate.

When he came to know about Door Step School he helped the boy with books etc. and also adjusted his timings so that he can attend regular school. We enrolled him in the 1st Standard. But as luck would have it his parents shifted to another location soon after. But Monish did not give up. He chose to stay back with his friend's family and continue in school. The school teachers are impressed by his progress and are planning to make him appear for the 2nd or 3rd Std. exams (instead of the 1st, in which he is studying currently) and make up partially for the years he has lost in the struggle for livelihood.

Sairam of Mont Vert 2 studied in NFE and passed the 4th std. examination externally. He is currently studying in 6th Std. and attends our reference library.

Recently his parents shifted to another site at Balewadi. Sairam commutes on bicycle and attends school and reference library regularly. During vacations he does small jobs and earns enough for his school supplies.



Rakhi and Jyoti of Mont Vert-2 shifted to Balewadi just before their external examination was scheduled. The concerned supervisor brought them back to appear for the examination for the 3rd standard and both of them passed the examination.

In June 2009 they were enrolled in the 4th Standard. Then they shifted to their native place in Chattisghad. The DSS Coordinator contacted their parents and took their address and sent their age certificate and mark list to that address. Using these documents the parents were able to enroll the girls in a school at Chattisghad.

When DSS conducted a survey among alumni of our Reading Class program as part of our 10 year completion celebrations, it was immensely satisfying to note that 86 % of the respondents read newspapers daily and 92 % said that they had continued reading in some form, sometimes borrowing books from libraries!.



The "Sibling Pair" experiment launched as part of "Project Grow with Books" received very good response from the children and parents. The elder siblings took up the task with a great sense of responsibility and parents were happy that both the children were studying together.

*Nilamma's father was illiterate and she was attending NFE class at Crystal Garden. She used to teach her father whatever she learnt at class. **Now her father also can read and write alphabets.** Nilamma appeared for external exam of 2nd standard and passed successfully. She is enrolled in 3rd Standard and is regularly attending her school.*

Mayuri was a student of our class at Biarritz and is enrolled in PMC School at Pashan in the 4th Standard. Her parents migrated to another construction site and she started attending the centre at Mont Vert 2 and continued attending school. Subsequently her family migrated to the village Nande. She still continues to attend the same school and comes to school by bus from a distance of 4 km. She is committed to attending her school regularly. This is a good example indicating that children contact Door Step School from different locations even if their family migrates to another location.

VII. ROLE OF VOLUNTEERS

For many years, now, the organization has gained from the help of volunteers. A new trend of more locals coming on a regular basis has emerged, whereas in earlier times saw we had a larger proportion of foreigners. It is also uplifting and heartening to see a greater sense of commitment, as earlier we had many experiences of people who came only a few times but did not continue. Some of our local volunteers have now worked with us for two years. The volunteers come with expertise in various fields. Normally, volunteers work in our study centers, tutoring the children in their schoolwork and sometimes teaching art and craft. Some work with the administration in the office, while others help with painting and other major maintenance projects in our centers. While the major programs run independently from volunteers contributions, those who join us for shorter or longer periods of time do indeed bring positive inputs into our organization, either as a helping hand for our regular staff or in their direct interaction with the children.

As we say that our book fairies are the building blocks of our program, the volunteers are the supporting beams of it. The main aim of our organization has always been for the betterment of our children. The volunteers recharge our belief in this by extending their support in any way that they can, and not expecting any monetary remuneration for it.

We would like to mention two volunteers who made a significant contribution last year.

Mandar Shinde : Mandar started to volunteer with Door Step School as part of Teach India volunteer group. Since then, he has been actively involved in many DSS activities. Last year, Mandar's significant contribution has been towards computerisation and automation of report generation and data collection for Project Foundation and Project Grow with Books. Additionally, he helped in various issues with Website creation and maintenance, newsletter generation and finding creative ways to enable data collection from field. Thank you Mandar for your contributions and look forward to continue the association.

Manisha Premnath: Manisha has been supporting various activities of Door Step School over the past 3 years as a representative of Asha for Education. She has

contributed in a big way to the publication of the Picture Dictionary right from selection of words to annotations. She is a PhD in Physics and though language was not her subject, she took up this activity out of interest and her dedication and commitment is highly appreciated. The Picture Dictionary which had been our dream for the last few years would not have been possible without her.

VIII. FUTURE PLANS

We plan to scale our operations this year by covering more construction sites, and municipal schools. We also plan to put more children to mainstream schools, which is our ultimate goal. We would also like to create more community learning centers where we can offer services for children. Specifically, we target to achieve the following in the year 2010:

- To add one more Community Learning Center to the school
- To add 25 new Reading Classes to “Project Grow with Books”
- To add 40 new sites to Project Foundation

Appendix-1 – List of Publications

Sr. no.	Year	Name of the book	Type of book
1	Nov-02	मुळाक्षरे १-८ भाग	Based on matras
2	Mar-03	गोष्टी इकडच्या तिकडच्या गमतीजमतीच्या भाग ७	Mixed stories
3	Feb-05	अशी झाली पळापळ	Stories without composite letter
4	Feb-05	उंच उंच आणखीन उंच	
5	Feb-05	ससोबा निघाले घर सोडायला	
6	Feb-05	आजी-आजोबा आणि सारस पक्षी	
7	Feb-05	जादूची किटली	
8	Feb-05	मुलांनी लावली झाडे	
9		मुरली मुरलीवाला	
10		एकदा काय झाले	
11		इलूपिलूची जमाडी जम्मत	
12	Feb-05	मुंगीराणी फार शहाणी	
13	2008	मजेदार कथा(जादुई जंगल)	
14	2008	मजेदार कथा(ऐका कहाणी नागेबाची व खुलभर दुधाची)	
15	Sep-03	कोड्याची पुस्तके भाग १ व २	Word games
16	May-05	जोडाक्षर (५६ पानी)	Stories with composite letter
17		छोटू	
18	Jul-09	फुल फुलवे आजोबा	
19	Jul-09	कहाणी बहिण भावाची	
20	Feb-10	अप्पू आणि टप्पू	
21	Mar-10	सचित्र मराठी शब्दकोश	Picture Dictionary

MANY THANKS TO

Our Major Project Partners.....

- ✧ Asha For Education
- ✧ Asmae- Les Amis de soeur Emmanuelle
- ✧ Bitwise – Discover Financial Services
- ✧ Concern India Foundation
- ✧ Diebold Systems Pvt. Ltd.
- ✧ Educate The Children
- ✧ Ernst & Young Pvt. Ltd.
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- ✧ HDFC Bank
- ✧ Mr. Vinay Awasthi
- ✧ Mrs. Malati Kelkar & Family
- ✧ Mr. Rahul Shah & Family
- ✧ Spirax Marshall Pvt. Ltd.
- ✧ Springer Science + Business Media Deutschland GmbH
- ✧ Symantec Software India Pvt. Ltd.
- ✧ Tech Mahindra Foundation
- ✧ VIBHA – Help Them Grow Inc.
- ✧ Wipro Cares
- ✧ Mahatma Phule Shikshan Hami Yojana
- ✧ Sarva Shiksha Abhiyan
- ✧ Ms. Usha Dev
- ✧ Mr. Anil Srivastava
- ✧ 3D PLM Software Solutions Ltd
- ✧ Our Partners from the Builder Community

Visitors

Gabhi & Ayko, Anita Javalkar, Anuja & Aditya Gopal, Anupama Prabhu, Dyanganga College student, Elina, Modiur , Harsh, Harsha Singh, ISC staff, Jaydipa, Pooja, Mahalaxmi, Ganpati, Marje Ogening, Mary, Mathani, Mr.Vivek & Mr.Vishal, Ms.Pouranik, Ms.Shamal Upadhye & Ms.Aparna Adhyapak from Shishu Adhaar for the child, Nandini Gokhale, Nikita Mehata, Ota & Kshri Parpotdar, Pooja Shakar, Raheela Nanji, Representatives of Arunodaya, BSAC and Mact, Richa Jaswal, Sabina Fransik, Sangam Internship student , Sangam Internship student , Sara Johnson Leeann, Seema Anand , Shinde, Staff of MIS Department, Swanandi Pawar, Tejshwini Subramanyam, Tim Ackers, Visitors from ASMAE, Vivek Shelar, Volunteer of Rotary Club, Yugandhara Jagtap

Volunteers

Manoj Deshpande, Bhavana Kulkarni, Chandramani & Nalini Jere, Citi India Volunteer, Coen Borgman, Diago, Elin Lholand, Elizabeth, Mirthe, Maria, uiman, Eurian Mahi, Garagi & Varsha, Goutam, Hema Gehani, Inner wheels club, Ishaan Kshirsagar, Janine Amy, Jullia Schabos, Juriyan (Holand), Koyal, Linnea Sara, Mandar Shinde, Maria Elizabeth, Marina & Alina, Monika, Mr Harsha Asarani, Mr. Diyago Bonil Vaka, Mrs.Vidya Terdalkar, Ms. Ameya (Spain), Ms. Avantitai Lawate, Nadine Otto, Nandini Takwale, Nodine Germany, Pooja Kale, Raji Satyamurthy, Randlisbacher Corinna, Manisha Premnath, Brynner, Samia , Smita Joshi, Sanika Hengle, Sanne Wesselman, Shirley Muiiselaar, Sobine Frantiska, Tejshwini, Thijas Vandubursen, Tim Ackers (Australia), Volunteer of Loins club, Yuya, Yutaro & Wakaba (Japan), Prachi Gondi, Prachi Vaidya , Kalyani Joshi, Sandeep Marathe (Aftek Ltd.), Sumasoft Volunteers.



EXECUTIVE BODY MEMBERS***Details of Board members***

Name	Sex	Position On The Board	Occupation/Designation
<i>Rajani Paranjpe</i>	<i>F</i>	<i>President</i>	<i>Social Worker Ex-Lecturer Of College Of Social Work Nirmala Niketan</i>
<i>Bina Sheth Lashkari</i>	<i>F</i>	<i>Secretary</i>	<i>Professional Social Worker (MSW)</i>
<i>Nitin Dadia</i>	<i>M</i>	<i>Treasurer</i>	<i>Businessman</i>
<i>Neela Dabir</i>	<i>F</i>	<i>Member</i>	<i>Registrar of Tata Institute Of Social Sciences</i>
<i>Arnavaz Kharas</i>	<i>F</i>	<i>Member</i>	<i>Professional Social Worker (MSW)</i>

Total cost of international travel by all staff during the year 2009-10

<i>No.</i>	<i>Name /Designation</i>	<i>Destination and purpose</i>	<i>Gross expenses</i>	<i>Sponsored yes/no</i>
<i>No cost of international travel involved.</i>				

Balance Sheet

Balance Sheet for the year 2009-10 is under preparation. Balance Sheet of the year 2008-09 is included in this report.

DOOR STEP SCHOOL		
The Bombay Public Trusts Act, 1950 Name of the Public Trust : The Society For Door Step School		
BALANCE SHEET AT AT 31ST MARCH, 2009		
FUNDS & LIABILITIES	RUPEES	RUPEES
Trust Funds or Curpus :		
Balance as per last Balance Sheet	1,776,917.00	
Adjustment during the year (Give details)		
Donation Received during the year	1,371,867.00	3,148,784.00
Other Earmarked Funds :		
(Created under the provisions of the trust deed or scheme or out of the income)		
Depreciation Fund		
Sinking Fund	100,000.00	
Reserve Fund	2,000,000.00	
Any other Fund- School on Wheel Bus fund	814,147.00	2,914,147.00
Loans (Secured or Unsecured) :-		
From Trustees	5,673.75	
From Others	3,000.00	8,673.75
Liabilities :-		
For Expenses	24,769.00	
For Advances	8,558,103.90	
For Rent and Other Deposits		Nil
For Sundry Credit Balance	Nil	8,582,872.90
Income and Expenditure Account :-		
Balance as per last Balance Sheet	5,973,309.18	
Less : Appropriation, if any	Nil	
	5,973,309.18	
Add : Surplus as per Income and		
Less: Deficit- Expenditure Account	4,114,208.85	10,087,518.03
Total Rs.		24,741,995.68
As per our report of even date Manit J. Shroff Chartered Accountants 10, 2nd Bhatwadi, Girgaum, Mumbai-400 004. M. No. 33715		
PLACE : Mumbai		
DATE : 31.12.09		

DOOR STEP SCHOOL		
The Bombay Public Trusts Act, 1950		
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Total Rs.		24,741,995.68
As per our report of even date		
Manit J. Shroff		
Chartered Accountants		
10, 2nd Bhatwadi, Girgaum, Mumbai-400 004.		
M. No. 33715		
PLACE : Mumbai		
DATE : 31.12.09		

DOOR STEP SCHOOL		
The Bombay Public Trusts Act, 1950		
Name of the Public Trust : The Society For Door Step School		
INCOME AND EXPENDITURE ACCOUNT FOR THE YEAR ENDED 31ST MARCH, 2009		
INCOME	RUPEES	RUPEES
Rent (accrued/realised)		NIL
Interest(accrued/realised)		
On Securities	NIL	
On Loans Fixed Deposit with Bank	1,006,101.76	
On Bank Account	384,796.73	1,390,898.49
By Dividend		NIL
By Donation in Cash or Kind		3,160,601.30
By Grants - As per Schedule 'C'		26,566,959.13
By Income from other sources (in details as far as possible)		
Sponsorship for children contribution	318,030.00	
Other Income	193,974.50	
Sundry credit balance appropriated	2,329,494.85	2,841,499.35
By Transfer from Reserve.....		NIL
By Deficit carried over to Balance Sheet		NIL
Total Rs.		33,959,958.27
DOOR STEP SCHOOL Jagannath Shakarsheth Chowk, Municipal School, Second Floor, Room No. 54/55, Nana Chowk, Grant Road, Mumbai - 400 007.		
Mrs. Rajani Paranjpe President	Mrs. Bina Sheth Lashkari Secretary	Mr. Nitin Dadia Treasurer