



DOOR
STEP
SCHOOL

DOOR STEP SCHOOL

Education Moves On To Every Doorstep



Annual Report 2011 -2012

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About Us

Door Step School is a registered non-governmental organization working to promote education and impart literacy skills among the socially and economically disadvantaged children of urban slum communities in Mumbai & Pune. Today the organization's annual outreach exceeds 50,000 children altogether in both cities.



History

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

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

Vision

To be an instrumental force that brings development to children.

Mission

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

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



Goal

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

MUMBAI

Introduction

Door Step School has been working to create independent, educated and self aware citizens. The organization is now able to see the children's progress that can be viewed from its alumni who are today successfully placed in various fields. Their journey, first, into literacy and then a transformation into a holistically developed citizen of India has been supported not only by the child himself but parents, well wishers, donors and society as a whole.

Highlights of 2011-12

- ❖ This year Door Step School successfully reached out to the tribal children residing in remote hamlets in the Sanjay Gandhi National Park in Ward R-South of Mumbai. Education was a distant dream for most of the children inhabiting these hamlets as reaching school was possible only after a minimum 1 hour walk. The School on Wheels has in real sense taken education to the 'doorstep' of these 40 children who otherwise would have remained out of the purview of education.

*Recently during parents meeting, Shivram, a child's parents expressed their feelings, "As we are mostly ignored when it comes to development and we always live with the fear of forced displacement, in such situations we never thought our children will get an opportunity of education, but now your mobile school (**School on Wheels**) is realizing children's dream of education into reality."*

- ❖ To impart the basic computer skills and make the children acquainted with computers, two new computer centers which were set up in 'M' and 'E' Ward, Mumbai last year have received a huge response from the community with total **1591** children benefitting from the new computer centers. With the arrival of 2 new computer centers, now the number of children benefitting from the computer centers has increased by **150%** against the last year's number.

- ❖ A story writing workshop was taken by renowned writer **Mr. Anant Bhawe** wherein the children got to meet a real live author, who is a great storyteller and whose books they actually got to read.

- ❖ The team of 'Radio Mirchi' radio station with Door Step School children painted the classrooms with Water Transport, Air Transport, Road Transport, Science and Different Professions as themes. Children were joined by radio jockeys of the radio station and child movie actors from Bollywood for this event. The event came to an end with cutting a big cake which was shared by one and all.



- ❖ An Inter-Ngo Street Play competition was organized on the theme of Right to Education to spread awareness, increase understanding of components of RTE Act and build a children's movement on RTE.

Door Step School – Mumbai

Ward	Communities /Locations
A	Ganesh Murti Nagar (GMN)
	Babasaheb Ambedkar Nagar (BAN)
	Babasaheb Ambedkar Nagar (Extension) (BAN Ext)
	Babasaheb Ambedkar Nagar (Punarvasit)
	Shivshakti Nagar(SSN)
	Shivshastri Nagar
	Garib Janata Nagar
B	Masjid Bunder
	Wadi Bunder
	New Reay Road
E	Boat Hard Street
	Hay Bunder
	Kawla Bunder
	Kolsa Bunder
	Lakdi Bunder
	MOD
	New Tank Bunder (NTB)
	Pardhiwada
	Powder Bunder
	Reti Bunder
M	Natwar Parekh Compound
	Lallubhai Compound- Hiranandani Akruti
School on Wheels I	Ward A - Crawford Market, Fashion Street, Dockyard Road
School on Wheels II	Ward B & E , Wadi Bunder, Reay Road,
School on Wheels III	Ward E- Reti Bunder, Lakdi Bunder, Hariyana Gate, Reay Road Bridge,
School on Wheels IV	R South- Khadakpada, Saidham-Kandivali (E), Borivali (E), Mahindra park , Borivali National park, Magathane
School on Wheels V	Dharavi , Bandra Reclamation

NB: Some locations, mainly Reay Road, have appeared more than once in this distribution as different classes at the location are conducted on more than 1 SoW, and also as part of the community based intervention.

Activities At A Glance (2011-12)

Sr No	Programme	Activities	No. of Classes	No. of Beneficiaries	
I	Direct Intervention	Community Based Educational Programmes	Balwadi (Preprimary)	52	1425
			Non Formal Education	15	338
			Study Class	40	1009
			Total	107	2773
		School on Wheels	N F E	14	301
		Computer center	A ward	45	1086
			M Ward	19 (Natwar Parekh Compound)	361
				41(Hiranandani Akruti)	897
			E Ward	26	694
			Total	131	3038
II	School Partnership Project	Direct intervention in 13 schools covering 6685 beneficiaries	Study class	59	816
			Mental Health Project	7 Schools	4744
			Grow with Books (Reading Promotion)	11 schools	3962
			School Library (5 to 7 Std)	5	1047
			Bus service (A and E ward)	2 Routes	183
III	Balsamuha		18 groups	419	
IV	Sponsorship			150	
V	Community Learning Center	Door to Door	21	1027	
		Reading	54	1474	
		Open Library	5	166	
VI	Training Cell	Ongoing Training for - 79 Teachers (divided in 4 groups)	Each group to attend 2 times a month, either on alternate Saturdays or 1st and 3rd Thursday (Total days of training offered to teachers in this year - 110)		
		Coordinators (25)	On 1 Wednesday a month		

Community Based Educational Programme

Balwadi

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

Highlights:

Distribution of Children attending Door Step School Balwadi (2011-12)			
Ward	Units	Children enrolled	Sustained till end of April'11
A	17	502	413
B	06	138	124
E	13	411	325
M	14	374	317
Grant Total	50	1425	1179

Ward wise distribution of Balwadi beneficiaries into Junior and Senior Group (2011-12)			
Ward	Jr. (3-4 years)	Sr. (Above 4 years)	Total
AWARD	326	176	502
BWARD	111	27	138
EWARD	246	165	411
MWARD	253	121	374
Grand Total	936(66%)	489(34%)	1425

- ❖ During the year 2011-12, Door Step School balwadi catered to a total of **1425** children.
- ❖ **388** Children were enrolled into Std. 1 in Municipal Schools.
- ❖ **78%** (1109) children were present for more than 50% of the classes.
- ❖ DSS Balwadi programme & environment always foster the children’s social, emotional, physical, cognitive & communication development through the innovative teaching & learning material.
- ❖ The **“Fruit Exhibition”** gave children an opportunity to understand the smell, color, taste, shape and size of the fruits. Children came dressed as fruits and conveyed their fellow classmates the characteristics and benefits of eating the fruits. **On seeing a variety of fruits and his fellow classmates dressed as fruits, Rahul exclaimed, “Are we here today for celebrating fruit’s birthday?”**
- ❖ **“Our Helpers”** project activities helped children to understand about the different helpers in our community, what jobs they do and how they help the community. The teacher introduced various community helpers to the children viz. Doctor, Tailor, Carpenter, Cobbler, Policeman etc through flash cards, charts and actual location visits. **Sneha during this activity quoted, “The didi next door stitches clothes so I will call her Darji (Tailor) from today.”**



- ❖ **“Mukta Khel”** or Free Play has four designated corners of Home, Work, Quiet and Music in the class. In the time allotted for the activity, children themselves decide which area they want to choose, plan what they will do, play in that area and share their feedback with the teacher.

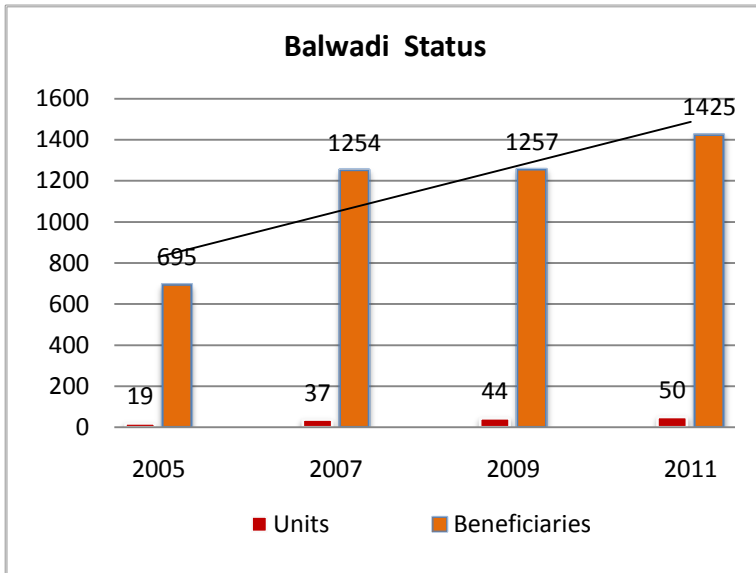
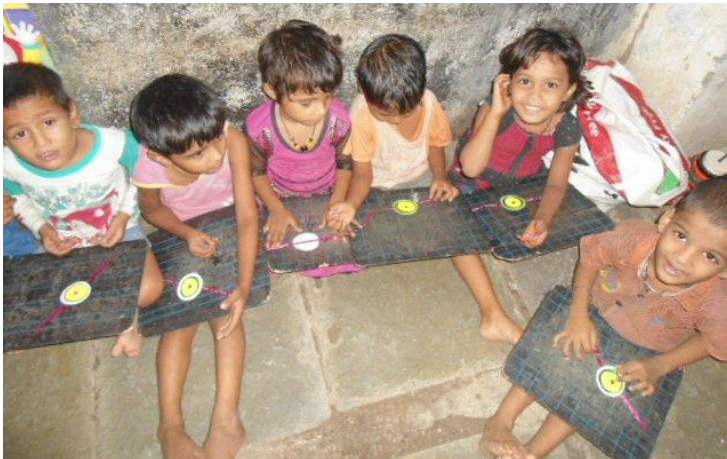


Figure 1: Growth Chart of Balwadi

The growing numbers of the Balwadi enrolment shows that there is an increasing demand for preschool education from parents of the children over the years.



During the **Balwadi** class room activity, teacher showed the picture charts of Gali Gali Sim Sim and motivated each child to come forward to create their own stories with the use of pictures. Children enjoyed looking at pictures of police station, school, teacher, fruits, birds, clock, etc. Children came forward one by one and moved from one picture to another as per their interest and tried creating their stories.

On spotting the picture of home on the chart, Sapna started narrating a story, “I saw a clock to know the time to go for school, time was 12 o`clock, then I told my mother to make me ready for school and come with me to drop me at school, but we were running late and hence travelled in an auto rickshaw and reached the school. There were so many friends in school with whom I attended the classes. After the school my Didi came there to pick me, we reached at the bus stop. We boarded the bus and reached home.” This was a pleasant surprise for the teacher as the child had already started dreaming about going to a formal primary school. The activity of showing pictures and giving space to think and share their thoughts gives children platform to make their own creative stories.

Study Class

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

Distribution of Children attending Door Step School Study Class (2011-12)			
Ward	Units	Children enrolled	Sustained till end of April'12
A	14	350	299
B	3	80	67
E	6	146	125
M	17	433	378
Grant Total	40	1009	869 (86%)

Standardwise breakup of study class year 2011-12			
	M	F	Grand Total
1 ST	126	140	266
2 ND	119	109	228
3 RD	127	146	273
4 TH	90	140	230
Preparing for 1 ST	4	8	12
Grand Total	466 (46%)	543 (54%)	1009

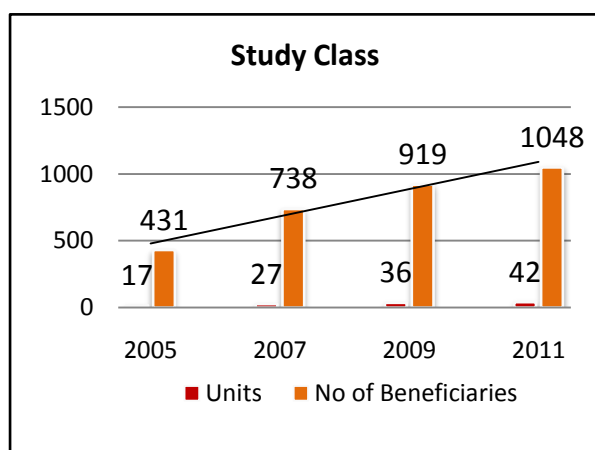


Figure 2: Growth Chart of Study Class

The growing numbers of the Study Class children shows that more number of first generation learners are supported by Door Step School's extra coaching for academics.

Highlights:

- ❖ **1009** primary school going children were enrolled in study classes while **869** children continued till the end of year.
- ❖ **68%**(682)children were present for more than 50% of the classes.



- ❖ The children of standard 4th as part of their curriculum planned and executed an event called 'Chalo Maharashtra ki sair kare' (Let us tour Maharashtra). Children took up different regions of Maharashtra and made charts, information sheets stating the crops, population, rivers, and literacy levels of the selected region. Lot of researching skills went in to the collection of the information required for the event which was taken from various books, atlas and maps. The creative displays put up by the children in the exhibition were thoroughly enjoyed by the parents and the

fellow classmates. *Ravi presented all details about the Maharashtra state very minutely. He had prepared so thoroughly for the event that till the end of the year he remembered all the information he had collected.*

- ❖ In the month of December, children from all the communities participated in **vachan mela** (Reading Fair) and Pustak Dindi. The main purpose of this Mela was to enhance the confidence and reading skills of students. The objective of the Pustak Dindi was to sensitize the parents and people about the importance of reading books.
- ❖ Along with the regular curricular activities, Door Step School also emphasizes on imparting value education to children. The values like self-discipline, honesty, respecting elders were imbibed in children by conducting awareness sessions by inviting resource person.
- ❖ Gali Gali Sim Sim's Financial Literacy kit was used in the Money Transaction activity to enhance children's numeracy skills. The concepts of addition and subtraction were taught with the help of role play wherein children enacted the scene at a bank and at shopkeeper's for understanding the transaction of money.
- ❖ The art and craft workshop created awareness about how eco-friendly colors can be used as paints. Children used flower petals to get red, orange and yellow color and leaves to get the different shades of green. Children used the technique of rubbing the petals on the paper to get the shaded effect. Flowers were made by children from colored crepe paper under the guidance of the teacher.



A very bright girl in the community, Fatima was just not willing to come to **Study Class** as she had to fulfill domestic responsibilities that had been placed on her shoulders at the young age of 8 years. She would rather play in the little time she had free. Her friends who attended the Door Step School class in the neighborhood would often refer to the fun things they did in class. This aroused her interest, but lack of time and parental motivation were still a problem.

One day, Fatima stood outside the class for half an hour observing what was happening. She then spoke to the teacher and said that she wanted to be in her class but her mother would not allow it.

The teacher started visiting her home, to talk to her mother. Initially, the mother would shut the door on the teacher's face. Despite the mother's resistance the teacher continued to try. The mother relented a bit after a couple of weeks and agreed to let Fatima attend class for one hour every day. Fatima began enjoying class a lot and gradually convinced her mother to let her attend the full class (2 ½ hours).

Now Fatima is a regular in the class and showing quick progress.

Non Formal Education (NFE)

The **Non Formal Education class** which addresses the educational need of the 'out of school' children in the age group of 7-18 years, serves as **a remedial measure**, giving these children an opportunity for gaining literacy skills which they otherwise would not have had. The programme is geared to bring them into the process of mainstream education.

Distribution of Children attending Door Step School N F E Class (2011-12)			
Ward	Unit s	Children enrolled	Sustained till end of April'12
A	7	152	99
E	1	29	17
M	7	157	126
School on Wheels	14	301	254
Grant Total	29	639	496(78%)

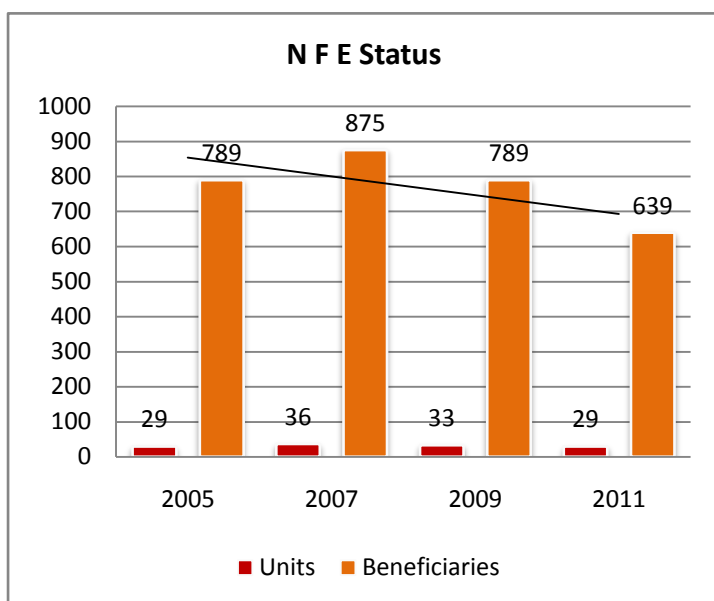


Figure 3: Status Chart of Non Formal Class

The decreasing numbers of the Non Formal Education class children and the number of classes shows that parents are becoming more aware about the importance of education and more out of school children are getting enrolled in schools.

Highlights:

- **43%** (275 children) were present for more than **50%** of the working days which is a good indicator as these children are involved in earning their livelihoods.
- **Mukta Lekhan** (free writing) was organized specially for NFE children. Once the children come to class they look around, select what they want to and they pick up from pens, pencils, marble papers, story books they wish to work with. They have the freedom of not picking up anything or to pick up a book and read or look at pictures. Such activities help children to express their thoughts and enhance their writing skills.

- The visit to Nehru Planetarium helped children to understand more about the space and astronomy. Children enjoyed checking how they would weigh on different planets and were astonished to see the increase and decrease in their original weight. Learning more about the sky, planets, stars and galaxies through the Sky Show was an unforgettable experience for the children who will always cherish it.



Kishan said, "I always read about the sky in the book but today during the show I felt I was flying in the sky when I saw all stars and planets around."

- Taking into account the increasing number of children getting addicted to Tobacco, an awareness session to draw attention to the "Bad Effects of Gutka (a preparation containing tobacco)" was organized. Children were sensitized about the ill effects of eating tobacco and how it can also lead to terminal oral cancer. Teacher appealed the children not to eat tobacco and ask others to abstain from it.

13 years old, Shivaji stayed with his parents who had migrated to the city of Mumbai for earning money. Given the financial condition, the parents were forced to enroll Shivaji in a Municipal school. After a few days in school Shivaji dropped out of the school as the environment in the school did not foster his development. During one of the community surveys the Door Step School teacher found Shivaji roaming around in the community. On further probing the fact that Shivaji remained out of school for 5 long years came to the light. The parents were not bothered much about the child remaining out of school as Shivaji was a first generation learner from their family. Regular follow up and counseling the parents soon resulted in Shivaji's enrolment in the Non formal Education class of Door Step School. Still Holding on to the bitter experiences he had in the previous formal school attended, Shivaji often gave the classes a miss. Taking into account the fact that Shivaji had remained out of the fold of education for a long time, the teacher took additional efforts by giving him specialized attention in the class. Soon Shivaji became regular in the class and completed one year working on his basics of Mathematics and English. Subsequently this year he was enrolled in the nearby Municipal school and is now with the DSS study class teacher's assistance trying to cope with the academic challenges faced in the new school. He also now attends the Study Class of DSS regularly and shows a lot of potential to study further. The child who could have grown up into an illiterate adulthood now dreams for his higher education.

School on Wheels (SoW)

School on Wheels is a bus designed as a mobile class room to cater to the street children. Since July 1998, School on Wheels has been a one of the core projects of Door Step School. In past 14 years; School on Wheels has emerged as an effective strategy to reach out to the most unreached groups of out-of-school children i.e. street children and pavement dwellers. Currently total five School on Wheels run in a different parts of Mumbai. In a year, each SOW covers 4 classes with approximately 75-100 children. SOW spends 2-3 years with each group of its beneficiaries. An attempt is made to mainstream the child once an expected level is achieved.

Distribution of Children attending Door Step School N F E Class- School on Wheels (2011-12)				
Ward	Location	Units	Children enrolled	Sustained till end of April'12
School on Wheels I	Crawford Market, Fashion Street, Dockyard Road	4	70	67
School on Wheels II	Reay Road and Wadi Bunder	4	107	77
School on Wheels III	Reay Road	1	22	18
School on Wheels IV	Khadakpada, Saidham-Kandivali (E), Borivali (E), Mahindra park, Borivali National Park, Magathane	5	102	92
Grant Total		14	301	254(84%)
School on Wheels V	Dharavi, Bandra reclamation	2	30	(in outreach)

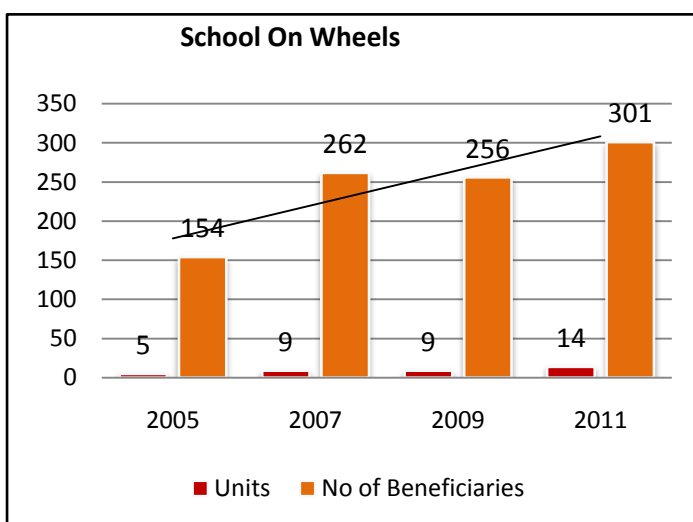


Figure 4: Growth Chart of Non Formal Class on School on Wheels

The increasing number of classes of School on wheels and the number of children shows that Door Step School has been successful in reaching out and taking education to the doorstep of more street children over the years.

Highlights:

- ❖ **49%**(148)children were present for more than 50% of the classes.
- ❖ 260 out of school children were enrolled to formal school from School on Wheels from 2001 to 2011. 55 children have continued their schooling.
- ❖ Since its inception in 1998, around 2300 children have benefited by the formal education classes conducted on the School on Wheels
- ❖ The "**Project Transport**" which involved participatory activities like sharing the information on various means of transport, collecting information about different modes of transport viz. Air, Water and Road from newspapers and magazines, preparing miniature version of bicycles along with their parents from waste material. The project culminated with a study visit to the museum wherein they got an opportunity to see airplanes, helicopters, ships etc.

- ❖ Annual Sports Competition gave children a wonderful recreational opportunity to play games like lemon and spoon, running race and onion collecting race. Children made the most of this opportunity which they often do not get due to the challenging conditions in which they live. Most of the girls brought their younger siblings along with them rather staying back home and looking after them.
- ❖ A drawing competition of one of its kind was organized in which, the street children and the tribal children residing in the remotest areas of the suburbs, got a chance to put down their creative thoughts on paper with the help of colors. The influence of the environment in which the children live was clearly seen in their drawings, as most of the street children drew roads, vehicles and traffic signals while those who live away from the buzz of the city sketched mountains, rivers, trees etc.



Coordinator recalls one of the incidences where the pathways were all flooded and due to the incessant rains it was becoming difficult to do the follow-up of the children for class as the bus could not move any further. A parent came forward and offered his small hut to conduct the class and immediately helped moving the teaching and learning material to his place. This was a very much appreciated gesture as these people have a very small place to live in but still offered their own place for conducting the class.

The teacher reminisces the days when a very frail old lady whose grandson Vilas attends the class on School on wheels used to walk all the way into the woods and get beautiful flowers which she later wove into 'Gajras' (an ornamental flower garland). She used to give these to the teacher as a token of appreciation for bringing in education in their remote hamlet.



Twelve year old Naziya, is one of 6 siblings. The family lives on the pavement with many other families who have made their home there. Her mother works as domestic help but her father has been without work for a long time. While her older brother assists her mother, Naziya herself handles all the work at home. She then comes to school with her 2 younger sisters.

By the time she comes to class she is exhausted. Also, she has previously schooled in Bengali, and the class she now attends on the SoW is in Hindi. Due to both these factors, initially when she came to class she was listless and not at all interested in learning anything. Her teacher would talk to her every day, try to get her involved and interested. Nothing seemed to work.

Then one day the teacher communicated with her that the other children in class would move ahead and she would be left behind and for everything in her life she would have to depend on those who were educated. This touched a raw spot in her somewhere and this conversation became a turning point for her. She has since then begun making conscious efforts to learn and participates in all classroom activities. *On a visit to the museum for their Transport Project Naziya commented, "The Airplanes should come under Road transport because they first move on the road (Runway) and later on fly in the sky."*

Mobile Library



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

Since June 2011, every day Mobile Library has been reaching out to the unreached children of Hiranandani Akruiti in M ward, Mumbai. Mobile library creates quality-learning space at different **10 locations** where around **265 children** are getting an opportunity to read variety of books. The Mobile Library teacher helps children in reading, writing and provides recreational games such as carom, snakes and ladder, Badminton, etc. Children coming to the Mobile Library who are often first generation learners were motivated by the teacher to join the literacy classes and computer center.

12 years old Gokul, has never attended a school. Attempts were made through Mobile library to bring him into the fold of education. He was engaged by giving recreational games to play with. Gradually his interests changed and he moved on to reading books.

In future we plan to enroll him into our Non Formal Education class.

Computer Centre

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



Computer centre tries to cover children from all levels like pre-school, primary school, out of school children, adolescent children from Balsamuha (children's group) and also youth from slum communities. It has been observed that computer centres educational and recreational activities helps to sustain the interest of children in their daily class based activities. Today Door Step School runs 4 such centers in Mumbai to enhance literacy skills and provide them with basic computer knowledge.

Class Strength

Ward	A Ward		E ward		Hiranandani Akruti		Natwar Parekh Compound		Grand Total	
	No of Batch es	Total Childre n	No of Batch es	Total Childr en	No of Batch es	Total Childr en	No of Batch es	Total Childr en	No of Batch es	Total Childr en
Balwadi	10	286	13	411	10	262	4	108	37	1067
NFE	8	204	1	29	6	120	1	30	16	383
Study Class	11	274	7	186	12	308	5	122	35	890
Youth (Balsamuh a)	8	237	2	45	6	122	4	46	20	450
Private Batch	3	40	00	00	4	40	2	20	9	100
Summer vacation Batch	3	33	3	23	3	45	3	35	12	136
Extra Sharp Student Batch	2	12	0	0	0	0	0	0	2	12
Total	45	1086	26	694	41	897	19	361	131	3038

Highlights:

- ❖ The Computer center has largely helped in sustaining the children's interest in learning and has also increased their regularity to the class.
- ❖ Basic operations of the computers like turning it on and off, working with files and folders, understanding the operating system, reinforcing the literacy skills with the help of educational softwares for Language and Mathematics, teaching mouse handling with the help of Paint were the major activities covered in the syllabus.
- ❖ Conducting parent's meetings in the computer center proved to be a very successful approach as the parents got to know how the child learns at the computer center. This approach further led to increase in parents' willingness to send their children to the classes.
- ❖ **46%** children were present for more than **80%** of the classes.
- ❖ This year the number of girls enrolled was equal to the number of boys enrolled in the computer center. This is in itself is a great achievement as it promotes the gender equality at Door Step School.

The challenges like crashing of the computers because of dust damaging the computer parts, mice eating away the mouse wires, frequent power cuts were overcome by Door Step School staff strived very hard this year to impart computer literacy skills to children.

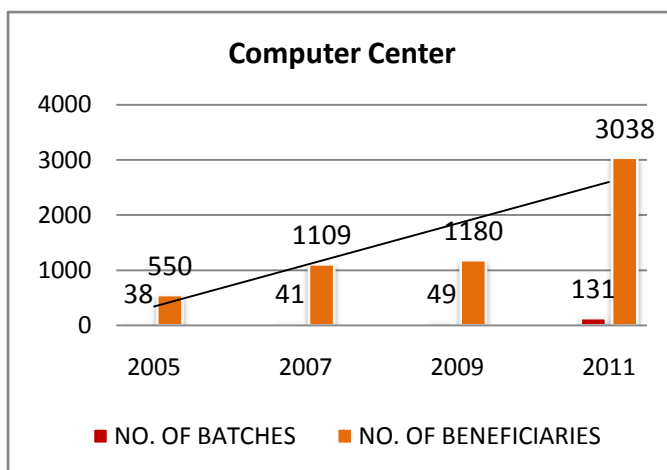


Figure 5: Growth Chart of Computer Center

The increasing number of the children shows a fivefold increase in the number of children who are learning the basics of computers which is the need of today's technologically driven world.

Discomfort could be clearly seen on the faces of the children in their very first computer class. Most of the children who had never ever seen computers were nervous when they held the mouse in their hands for the first time. To make things easier, the teacher asked children to open MS Paint program and start moving the mouse according to their will. Children slowly started feeling comfortable and drew different geometric colorful shapes. While the children were still learning the ropes, the teacher asked them one day to try their hand at creating logos of any product they like with the help of the different geometric shapes they had already learnt. Towards the end of the class the teacher was surprised by the creativity exhibited by the children. She saved the creations of the children on their computers and later showed them in the parents meeting held at the Computer Center. Parents were more than happy with the skills children had acquired and promised the teacher that they will send their children regularly to the class.

Community Learning Centre (CLC)

The Community Learning Centre works with the basic objective to encourage children to develop healthy reading habits and thereby to build language skills. The Community Learning Centre provides access to reading and audio visual material, and engages children in variety of language building processes. Door Step School now has 3 CLCs respectively at Transit Camp, Shiv Shakti Nagar and at 'E' ward with a wider coverage of children.

Community Learning Centre Coverage

Name of CLC	Total number of beneficiaries	Total Number of Books	Resource Bags
Transit Camp	762	2882	10
Shiv Shakti Nagar	126	1269	--
E Ward	586	1722	13
Total	1474	5873	23

Highlights:

- Children benefited from various workshops such as Picture reading, Language development games, Art and Craft activities, Puppet making, and Story narration. All the workshops were conducted with participatory approach which helped to create a joyful environment for children's quality learning.
- Total **1474** children benefited from the Community Learning Center where they enjoyed reading stories and songs from the huge collection of **5873** books.
- Different activities like Reading aloud, narration of stories with expressions, puppet shows, discussion on the stories read and many more helped to develop reading habits in children.
- Continuous capacity building of CLC staff through weekly and need based trainings has delivered positive results. **Weekly trainings** were focused on class level activity planning, child observation indicators, preparation of teaching aids, making educational games, action songs for language development, child participation practices, etc.
- **Need based trainings** covered subjects such as skills for story narration, Tools for reading promotion activities, stages of child development, essential components of class room learning, puppet making and presentation, reading promotion planning module modification, etc.
- The Reading Aloud activity conducted on occasion of Gandhi Jayanti saw a significant improvement in the confidence and reading levels of the children. The children were delighted when they were rewarded with story books for their reading performance.



During the month of November, **Pustak Mela** at slum community level was enriching experience for everyone including all children. The purpose of this event was to give exposure of new books apart from regular books. Variety of picture and story books were made available for children, so they were getting exposure of books and teachers observed that such freedom to handle books has created interest among children towards reading.

In the Atlas reading activity, when 10 year old Sunita successfully located her native place she exclaimed, "Didi, it almost takes a day to reach my native place from Mumbai by train, but here today on the Atlas I reached within seconds by tracing the route and moving my finger from Mumbai to my native place."

Door to Door Library

The Door to Door library is an attempt to reach out to children, who have remained outside the purview of DSS activities either due to their work or being school dropouts. This supports children to sustain the literacy acquired and cultivate a habit of reading. The program is run by recruiting Bal Samuha members as volunteers, who on a weekly basis visit the communities carrying a variety of story books for children in age group of 10 to 16 years. Each volunteer caters to 50 members and hence the total outreach was **1027** beneficiaries.

Door to Door Library Coverage

CLC	Total number of libraries	Beneficiaries		Total beneficiaries
		School Going	Drop Out	
Transit Camp*	13	591	49	640
SSN	4	200	-	200
E ward	4	186	1	187
Total	21	977	50	1027

*Covered by this centre are 4 communities of Ward 'A'.

The CLC also serves as an **Open Library**, wherein it is kept open for interested readers from the community. Throughout the year, **166** interested, youth from the community benefited from this service. The centre also gives them a quiet place to read.

Formal School Enrollment

Follow-up of Students Enrolled in formal schools in the academic year 2011-12

Enrolled from	No. of Children Enrolled	Number sustained at the end of year Apr'11	Percentage Sustained
Balwadi	509	483	95%
Non Formal Education Class	131	112	85%
From the community	23	19	83%
Total	663	614	93%

93% of the enrolled children sustained in schools due to the follow up by DSS. The team members stayed in close touch with the children, ensuring that they continued to attend school.

Standard wise Breakup of Children Enrolled In School (2010-2011)

Type of Class	KG	1 st	2 nd	3 rd	4 th	5 th	6 th	7 th	Grand Total
Balwadi	152	357							509
NFE		80	20	17	8	3	2	1	131
Community		17	4	1	1				23
Grand Total	152	454	24	18	9	3	2	1	663

Bal Samuha

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



The Balsamuha coordinator along with the DSS team conducts regular meetings to build capacities of members to work for the development of the community by addressing the various issues concerning the communities they reside in.

Highlights:

- ❖ **Leadership training camp** which is an annual feature now gave 150 children an exposure to skills in communication, problem solving and organization through Role play, Individual Sharing etc.
- ❖ Around **100** Balsamuha members participated in Street Play competition and put up some inspirational performances on the theme '**Right To Education**'.
- ❖ **I-Create entrepreneurship training** organized for 20 Balsamuha youth members to develop their business skills. During the five days of trainings, they focused on Exploring innovative business Ideas and developing a Business plan, Budgeting and maintaining other allied documents. Youth Members prepared and presented their business plans based on their own ideas. Business plan on 'Cyber Café' won the first prize of Rs 2000 and certificates were awarded to all.

- ❖ Balsamuha leaders and youth members identified the most burning issues of the community like water shortage, lack of post box facility, garbage disposal and advocated with the local Corporator to resolve them at the earliest.



- ❖ In schools, with greater involvement of Balsamuha members, sessions on Team Building, De-Addiction, how to conduct meetings & write Minutes, Malaria awareness campaign, Street play, Anti tobacco campaign, Jhanda Uthao Abhiyan were organized.

Bal Samuha Group Details

No.	Bal Samuha	Active members	Community	Year of Foundation
1	Sanjivani	35	Babasaheb Ambedkar Nagar	1997 - 2000*
2	Ekta	45	Babasaheb Ambedkar Nagar (Rehabilitated)	1997 - 2000*
3	Sankalp	20	Ganesh Murti Nagar	2002
4	Maya	45	Babasaheb Ambedkar Nagar	2002
5	Roshini	20	Shivshakti Nagar	2005
6	Golden	20	Masjid Bandar	2006
7	Jagruti	20	E Ward	2009
8	Pragati	20	E Ward	2010
9	Challenger-I	50	Colaba Mun. School	2005
10	Challenger-II		Colaba Mun. School	2005
11	Janabai Mun Sch.-I	36	Janabai Mun. School	2009
12	Janabai Mun Sch.-II		Janabai Mun. School	2009
13	Phoenix-I	30	Lord Harris Mun. School	2010
14	Phoenix-II		Lord Harris Mun. School	2010
15	Shivaji Nagar Mun. School (Marathi)-I	42	Shivaji Nagar Mun. School. Govandi Marathi Medium	2011
16	Shivaji Nagar Mun. School (Marathi)-II		Shivaji Nagar Mun. School. Govandi Marathi Medium	2011
17	Shivaji Nagar Mun. School (Hindi)-I	36	Shivaji Nagar Mun. School. Govandi Hindi Medium	2011
18	Shivaji Nagar Mun. School (Hindi)-II		Shivaji Nagar Mun. School. Govandi Hindi Medium	2011
	Total	419		

* These groups have been active for a longer period and have since then taken into groups.

School Partnership Project

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

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



School Strength of the year 2011-12

Name of School	Project Initiated in	Medium of Instruction	Total Beneficiaries
Colaba Municipal School	1999	Marathi No. 1 Marathi No. 2 Hindi No. 1 Hindi No. 2 English	3360
Janabai & Madhavrao Rokade Municipal School	2005	Marathi	472
Lord Harris Municipal School	2010	Marathi	298
Borabazzar Municipal School	2010	Hindi	209
Manohardas Municipal School	2010	Marathi	138
East Byculla Municipal School	2010	Marathi	824
East Byculla Municipal School	2010	Hindi	
Shivaji NagarMun School	2010	Marathi	1384
Shivaji Nagar Mun School	2010	Hindi	
Total		13 schools	6685

Study class -

In any given municipal school class, one can identify at least 25% students who are way below the expected level of class. The reasons are many viz. first generation learners, little or no help at home, coming from different language, etc.

Provision of additional inputs to such learner during the regular school hours by giving special attention is the major component of study class programme.

Attendance	Beneficiaries	%
76-100 %	246	32
50-75 %	309	40
21-49 %	153	20
01-20 %	58	8
Total	766	100

- ❖ In 59 study classes of 13 municipal schools, we have reach out more than 816 children from standard I to IV. 4 study classes covering 50 children of Colaba English Medium School were closed due to unavailability of teacher.
- ❖ 72% children have attended more than 50% of the school days.
- ❖ Along with the academic support motivational activities such as a thumb painting, scrap book, puppet making and show, drawing workshop etc were organized.

Standard wise Distribution Of Study Class							
Class	CMS(5 schools Hindi, Marathi and English)	Byculla(Hindi and Marathi medium)	Shivaji Nagar (Hindi and Marathi medium)	Janabai Mun School	Bora Bazar Mun School	Lord Haris Mun School	Total
Std I	00	31	48	16	3	0	98
Std II	88	39	78	20	5	11	241
Std III	70	37	49	29	2	19	206
Std IV	65	52	56	24	2	10	209
Std V	00	00	00	12	0	0	12
Total	223	159	231	101	12	40	766
CMS English – 4 classes covering 50 children closed due to lack of teacher							

Mukta lekhan:

The Mukta Lekhan "Free Writing" activity was conducted for encouraging children to build their imagination, observation and thinking skills. An exposure was provided to different material for reading and observing after which children wrote and drew pictures as per their wish. Story books, Card paper, rough paper, color sketch pens and other material was provided to children in this activity.

Swapneel, after reading a story from book drew a picture of a Camel and described the picture as, "Teacher this Camel stays in a hot desert, where there is no water at all."



13 years old, Ranjit studying in standard fourth of a Byculla Municipal School often remained absent and hence could not cope with academics in School. The class teacher referred him to DSS **Study Class** teacher as he needed specialized attention to brush his basics of language. DSS teacher after pretesting the child's language skills found that he had good understanding of the matras in language but was very low on confidence while using them in sentences. After a few days of being regular in the Study Class, Ranjit was found missing his classes again on regular basis and then one day stopped coming to school. The teacher soon found out from his mother that Ranjit has started working to earn for a meager amount of 1000 rupees a month at a doctor's clinic. The mother also mentioned that as his father is the only earning member in their family of five members, Ranjit had to supplement the family's monthly income by working at the clinic and doing some odd jobs. The teacher explained the mother that ranjit shows lot of promise and should be attending the school. After he completes his education he will be able to earn more than what he earns now. The mother finally relented and promised the teacher that henceforth Ranjit will regularly attend the classes. Ranjit has been a regular student for past six to seven months and these days one can see Ranjit engrossed in reading or helping the weaker students in the class cope with their academic challenges.

Reading Promotion Programme -

The multiple audio visual media in society has pushed children away from reading. The boring academic books have further reduced their interest in reading. All in nutshell has closed doors that can add to their knowledge.

Reading promotion programme has not only opened the world of books for children but has brought them close to books.

Reading promotion encourages children to read and at the same time makes them to think and apply the knowledge gained. In every class of standard 1st to 4th one hour is completely dedicated to reading were multiple number of books are introduced to children under Reading Promotion Program.



Highlights:

- ✦ 3962 children from standard I to IV have benefited from Reading Promotion Programme
- ✦ Children enjoyed reading from more than 11000 books in different languages like Hindi, Marathi and English and 13 resource bags as per the levels of the children.
- ✦ Storytellings, reading aloud, imparting new information and language related



games are some of the regular features of Reading promotion programme.

- ✦ The Vanchan Mela (Reading fair) was the one of the most successful activity visited by more than 3000 children. Children got an opportunity to choose the activity they like the most and visited different activity areas such as educational games, puppet show, reading books and Storytelling.

- ✦ The well-known Marathi author Mr. Anant Bhawe took a story-writing workshop with the children.

When Rushi started his schooling this June, he refused to go to his class. He insisted he sit with his older sister in Std. IV. His class teacher tried her best to get him out of her class. When she forced him to move, Rushi bit her hand. Other times he would start crying loudly and disturb the whole class.

A month later, Didi (the Reading Promoter) tempted Rushi with stories and pictures to come and sit in the Std. I class while he was taking her session. It got him interested enough to remain in the class and now he waits for her class eagerly.

Teaching aids exhibition

The teaching aids are used to improve reading and other skills. It is also useful for supplementing the teaching process. A teaching aids exhibition was organized where children got an exposure to the different teaching aids which were put up on different dedicated counters for subjects like Mathematics, Language, History, Geography etc. The Municipal school teachers were quite surprised to see the informative teaching aids and also requested that they would like to use some in their regular classes.



Library Program

Library activity provided a continuous access of reading material to children from Std 5th to 7th which not only inculcated reading habits in children but also provided support in sustaining literacy acquired. The small review of the programme with children has brought a special request of lending books for reading at home. This request needs to be incorporated in next year's future plan. Library programme was enjoyed by **1779** children.

Library Program Status:

School Name	Medium	Total	Target
Colaba Municipal School	English	9	448
Janabai & Madhavrao Rokade Municipal	Marathi	6	204
Lord Harris	Marathi	6	163
Bora Bazar	Hindi	3	112
Shivaji Nagar	Hindi	13	568
East Byculla Mun School	Hindi	7	284
TOTAL		44	1779

Mental Health Project

A fact which came to light after a long stint of working in the Municipal school is that a variety of children study together, which include children with special needs who are neither identified nor supported in anyway.

The Mental Health Project intends to identify and work with children having special needs and building sensitivity about their issues in the environment around. The Mental health worker appointed conducts individual and group counseling and also creates a support system by creating awareness about the issues faced by children.



Highlights:

- ❖ The project covered around **4744** children in **6** MCGM schools of which classroom observation was carried out for **653** children of **1st** standard.
- ❖ Based upon the class observations, **145** children were screened during the year of which more than **102** children are currently undergoing ongoing individual sessions.
- ❖ A number of workshops were conducted for teachers on topic such as Learning Disability, Slow Learner, ADHD (Attention Deficit Hyperactivity Disorder), Positive Attitude, Stress Management, Motivation with Positive Strokes, Team Work to build awareness among teachers about children issues.
- ❖ Parents play the most important role in the development of child and so workshops such as Communication, Anger Management, Child Development, Child Sexual Abuse, Health & Hygiene, Joys of Parenting, and Food Habits & Orientation of activities with development in Balwadi were organized for them.
- ❖ While doing observations at the school level counselors came across certain common issues among the children. Hence workshops on topics such as Building Relationships, Peer Pressure, Study Skills, Time Management, Self Confidence, Importance of education, Self-Identity & Awareness, Team Spirit, Good Habits, Conflict resolution for children were organized to support them to overcome the difficulties that prevent their growth as an individual.

E-learning

E-learning is a specially devised programme to introduce English to children studying in standard 1st of vernacular medium schools. This programme is specially devised to introduce English to vernacular medium children of standard 1st. The programme covered **253** children. Attempts are made to impart basic communication skills in English in a joyful way by using electronic media.

E-learning Status in Colaba Municipal School:

Sr no	Units	Std	Session	No of beneficiaries
01	Dss Balwadi	Sr.kg /Jr.kg	Morning/ Afternoon	49
02	Marathi - 1	1 st	Afternoon	29
03	Marathi - 2	1 st	Afternoon	43
04	Hindi -1	1 st	Afternoon	62
05	Hindi - 2	1 st	Afternoon	70
Total	05	06		253

By the end of the year we found children of standard I could recite English rhymes, were able to greet and used simple English words while conversing with each other. Every day when a teacher entered the class children started greeting her "Good morning".

Workshop -

With an objective to help children to understand difficult components of curriculum and beyond curriculum, a series of workshops were organised on subjects like language, mathematics, geography and science.

- ✦ Language workshop was focused on strengthening and building language skills through activities like story writing
- ✦ The topics covered in mathematics were history and origin of 'Zero', prime number, square and square root etc by Mr. Ankolikar, an actuary by profession, and his team.
- ✦ To mark Science Day, science workshop was organised to introduce various experiments of Std III and IV syllabus covering topics such as air pressure, density of water, properties of substance, living and non living things, importance of sensory organs etc.
- ✦ Non academic workshops like art craft, drawing and diya decoration were the most enjoyable events where more than 1000 children have created greeting cards, decorated diyas. Celebration of Gandhi Jayanti, Literacy day, Children's day, Sports, Story narration, Story writing and drawing competitions were the additional value aided activities organised during this academic year.



The Pardhiwada Children got a first-time opportunity to visit Bhau Daji Lad Sangrahalaya and zoo of Ranibaug, this visit provided as a golden opportunity for the children to know about Indian rich heritage and artifacts. The inquisitive students began asking different sorts of questions like "Is this saucer?" "Do people drink tea in this?" then teachers explained them that in earlier days there were gold and silver cups and saucers which surprised the students.

School Bus Service

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

Highlights:

- ❖ During this year, 183 children were catered by bus service on 2 routes of ward 'A' and ward 'E'.
- ❖ A total of 74 children from Colaba Municipal School and 109 children from Byculla Municipal School have availed the facility of Bus Service.
- ❖ The bus service was also provided to 40 children from the Pardhiwada community who reside in the slums of E ward.

Sponsorship Project

The objective of Sponsorship project is to identify children in need of educational support and to help them by sponsoring their requirements to assure continuity & completion of their education. During the year 2011-11, through Sponsorship Project educational material was provided to these children. Workshop and financial assistance were some of the other benefits they got.

Distribution of beneficiaries

Sr. no.	Sponsor	No. of beneficiaries
1	Nanhikali	150
	Total	150

Highlights:

- ❖ Regular meetings were conducted with these children to enable smooth distribution of material, documentation and follow up for keeping a track of their academic performance throughout the year.
- ❖ 45 girls participated in the Diya Decoration activity in Diwali celebration programme.
- ❖ 19 girls participated in a walkathon organized by Nanhi Kali. The girls started the walk from Nariman Point to Marine lines in Mumbai.
- ❖ The girls also volunteered for the teaching aids exhibition which was held in the school premises.
- ❖ 4 girls who had appeared standard 10th have passed the exam with good results.



Training Cell

The Training Cell was initiated in 2008 with the aim to 1) Introduce and sustain processes and content that promote quality education & 2) Provide an in-house opportunity for up grading skills and capacity building.

Training Days

	Target Group	No. of Trainees	Training scheduled on	Total training Days
Group I	Balwadi (Preschool) Teachers	30	1 st & 3 rd Saturday	29
Group II	Community based NFE & Study Class Teachers	29	2 nd & 3 rd Saturday	28
Group III	NFE & Study Class Teachers of Hirandani Akruti	11	1 st & 3 rd Thursday	26
Group IV	Study Class Teachers of the School Partnership Project	9	1 st & 2 nd Saturday	27
Group V	Area and Field Coordinators	25		7

*At location on 1st & 3rd Thursdays, for new teachers at Hiranandani Akruti Compound, a new area in Ward M, where work was initiated in 10-11

Areas addressed are generally based on the felt need expressed by the teachers & observations trainers bring back from the field. The sessions can be generally categorized as

- ❖ those offering more insight,
- ❖ those related to curriculum content and classroom procedures &
- ❖ those related to documentation and keeping records.

One of the roles the training cell plays is to ensure that measures that have been introduced and decided upon is being followed accordingly, to determine here there is a genuine difficulty in implementing it and where some aspect has just been forgotten. Sessions of course, are devised accordingly.

There are one or two main sessions planned for each training day, depending on the content. Along with this, there are always fillers and recaps of what was done previously. The fillers are activities, games, songs that can be taken in class with the children or an article of interest read aloud to the group and discussed. Some elements of counseling, motivating and, when necessary, disciplining also get woven into each training day.

A guided reading assignment has been introduced this year. Such a session is scheduled once a quarter. This is designed to help teachers realize that there is so much around them in books & even their daily newspapers that they can enjoy reading and learn from, both aspects that are missing from their lives. Articles or excerpts from books or from journals we subscribe to are selected for reading in small groups. The group then has an informal discussion on what they have read. Salient learnings, impressions, doubts that emerge from this discussion are noted and presented to the larger group, thus making further sharing and peer learning possible.

A small staff library is kept running, also with the objective of providing access to interesting & stimulating material. Fifteen minutes at the start of a training day are dedicated for members who wish to borrow or return books.

**Some interesting topics touched on this year were
....with Balwadi Teachers**

- Using the Calendar as a teaching Tool
- Recognition of Sight Words
- Writing Readiness
- Patterns and Sequences (Rachnatmak Khel)
- Conducting A Show and Tell session
- Understanding Group Dynamics
- Out Of The Box Thinking – Teachers went out into the vicinity, identified shops they would like to rename, and shared this with the group. Each teacher was also required to create an advertisement for one of their renamed shops.

....with Teachers of the Non Formal Education & Study Classes (Community and School Partnership)

- Sessions on understanding differently abled children those affected by 1) ADHD, 2) Learning disabilities) conducted by Door Step School counselors
- Transfer to a new location – Dealing with change
- Composing Stories
- Different methods for conducting the recap process
- Units of Measurement
- Understanding some Mathematical concepts beyond Addition and Subtraction –Mr. Mayur Ankolekar

A 5 day capsule (April 23- 27) focused on Science & Geography

The first 2 days on various aspects of science were conducted by Ms. Malti Kelkar of Quest.

She and her colleague demonstrated simple experiments related to air, light and magnets while giving the teachers some theoretical understanding of concepts related to these aspects, e.g. the concepts of convection, conduction and radiation were demonstrated through a game.



The experiments chosen were such that teachers can perform them in class with ease. She also included a few demonstrations related to maths – angles and shapes created by folding paper, playing with the tan gram and using a grid to construct multiplication tables.

This was followed by a day spent at the Nehru Science Centre, where these concepts were further reinforced. The teachers were given a quiz based on what they would see and experience in some of the galleries at the Centre.

Day 4 focused on Geography with resource person Nilesh Todankar & Shankar Andhare of Institute of School Science Education for

- ❖ Understanding Our Earth- Latitudes, Longitudes, the Equator and Tropics, rotation and revolution &
- ❖ Getting to know our state, Maharashtra, better.



Some Sessions All Teachers Attended

- Two day training on art & craft in the classroom by Mithila artist Satyanarayan lal kar ni. A part of the training was dedicated to using flowers and leaves to colour the pictures that our children draw. He and his wife Moti make mithila paintings based on a `non-violent' organic principle, a facet that should please the greens and peaceniks of the world. They use only natural colours made from flowers and leaves but they never pluck the leaves and flowers, or buy them. Also, they do not use those flowers and leaves that we use in our food.
- To mark Woman's Day on March 8, Ms. Sheetal Kamble, an activist on Women's Issues, who was previously associated with the Family Court was invited to speak to the teacher on violence against women & the Domestic Violence Act. The session, attended by all teachers, addressed the need & know how of dealing with abuse, and protection of self and young ones.
- An Absorbent Child- how a child's environment affects his development. Emphasis was given to the child's emotional environment.
- Screening of movie 'Taraan chi Bet' - An Island of Stars- in which a father deals with his son's expectations and values that finally prevail.



For the Coordinators sessions on 1) Understanding your Emotional Quotient, 2) 'Dealing With Difficult People', 3) Creative Thinking were conducted by Ms. Pratima Havaldar, a renowned psychologist and counselor. These sessions were aimed at gaining personal and interpersonal insights, promoting a sense of belonging and improving teamwork.

A Two days training on Photography & Effective use of the Camera was conducted by Mr. Jayanta Bordoloi, a cameraman with the Film and Television Industry. As coordinators have to frequently capture scenes in the community, this was a much needed training to help them put their cameras to best use.

A **story writing workshop** for the students of the Colaba Municipal School on Feb 29th was among the most significant other work. It required very minute planning and 2 sessions with the facilitators, walking them through the steps we would be taking the children through.

The day with the children began with a bit of fun and games designed to stimulate their young minds, and moved on to introspection and then the final writing process. All the kids who had participated went home proud with a badge that said 'Mein Lekhak' (I am an author)- last minute brainwave that brought the workshop to fitting beginning for future writing and not an end in itself.

Partnering with others....

One day training was conducted for a group of about 70 teachers of the Navi Mumbai Municipal Corporation to orient them on how to use the English E Learning program which fellow NGO, BCPT is working to promote.

With some team members of Ummeed, a community development project in Bandra East, some training inputs were given to help enhance their Balwadi. This is to be continued into the next year.

When Malini joined us last year in August, she came with 5 years experience of teaching in a community balwadi. Yet her initial reaction was of aversion looking at the teaching methodology at Door Step School. In the balwadis that she had worked in she was required to gather the children from the neighborhood and teach them songs and letters of the alphabet.*

She felt there was too much work, to be done needlessly in the Door Step School balwadi. Why were children given paper to tear to bits (which naturally the children would strew around the classroom), why the clay that made everything sticky and messy. She would attend trainings, without contributing anything, her attitude being after all my experience, what more is there for me to learn here.

Today, it's a different story. She is conducting her balwadi with new found understanding. She has realized the value of the processes in a Door Step School balwadi that address all the spheres that a child develops in. Her work is being appreciated by the parents of the young ones coming to her Balwadi, too.

* Name Changed

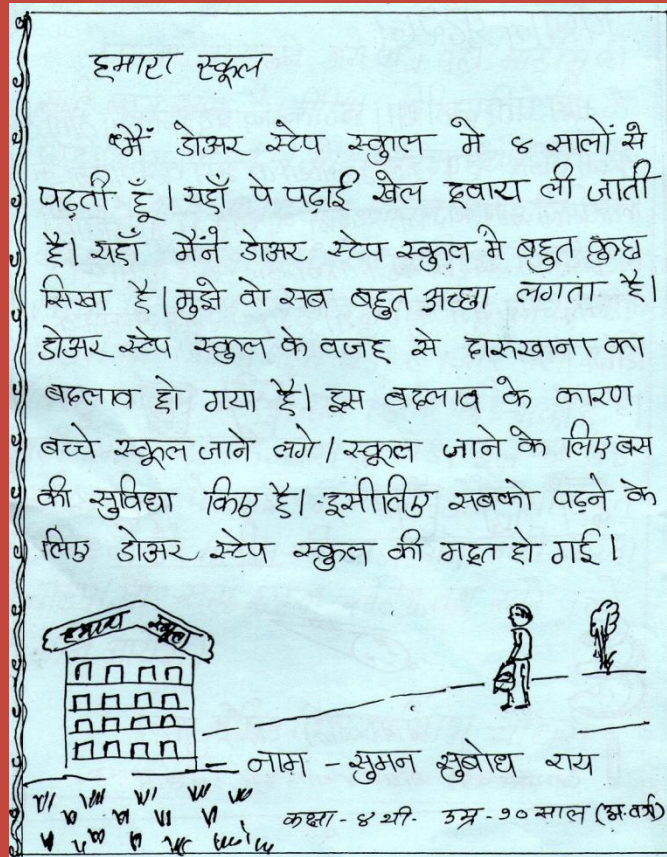
Volunteer/Intern's Contribution

Volunteering at Door Step School empowers people to bring in a change in the lives of children who are underserved and also in turn makes an impact in their own lives by seeing the smiles they manage to draw across the faces of these children.

Volunteer Elisa Divoux who flew down from United States for six months to volunteer with Door Step School conducted life skill sessions with children and Door Step School staff. Volunteer Adele Keddie from Scotland took activities in creative arts with the children in slums and gave them wonderful moments to cherish for the rest of their lives. Students from Aditya Birla World Academy, Mumbai helped our children with computers and taught them to play chess.



Glimpses of Door Step School – Mumbai Newsletter –
Hamara Akhbaar prepared by children



Our School

I have been studying in Door Step School for past 4 years. The lessons are taught in a play way method. I have learnt a lot in Door Step School. I like what is taught in the School. Darukhana area where I live has transformed only because of this school. Because of this change in the community children have started going to School. A bus service has been started by the school for us. Door Step School has thus helped children to get education.

- Suman Subodh Rai, 10 years, Darukhana - E Ward

PUNE

INTRODUCTION

Over the last 5 years, Door Step School, Pune, steady expansion of its Direct Education as well as School Intervention programs. In the year 2011-2012, we reached 147 sites under our Direct Education Program (Project Foundation) and 145 schools under our School Intervention Program (Project Grow with Books).

The year 2011-12 saw the launch of several new initiatives including the "First Steps Forward" initiative under our "Grow with Books Program", targeting children of 1st Standard enrolled in Municipal Schools. To address the increasing number of infants (0-3 yr olds) at construction sites, our training center (Parivartan) introduced a Crèche' workers training module. In our "Project Foundation Program" which is run at the construction sites and community dwellings, our focus was on mainstreaming children and increased participation of parents in their children's education and we have had reasonable success towards this. We also added environment and hygiene awareness to the curriculum which was received well by the children and parents.

The year also saw increased networking with other NGOs through common forums and sharing of best practices. Participation of Door Step School Leaders in various international meets and summits provided valuable insights to the Organization. These include the Keynote talk by Mrs. Jayashree Joglekar, Director, and Pune at Asha 20 conference in May 2011 at San Francisco and Mrs. Rajani Paranje's debate participation in the World Innovation Summit in Education (WISE) at Doha, Qatar in Nov 2011.

However, our basic focus on enrolment and retention of children has remained. We enrolled a total of 10814 children into our Direct Education programs. We reached a total of 33390 children through the Reading Classes project in Municipal Schools (See Table 1 for Details).

The year 2011-2012 was underlined with **focus on sustainability and special initiatives** to address key needs.

Focus on Sustainability

2011-2012 was marked by several new initiatives and success stories at DSS Pune, as well as continued challenges.

In the **Project Foundation**, our goal was to improve involvement and participation of all stake holders particularly parents and builders. In 2011-2012, our Foundation program received full or part financial support from builders at 100% of our sites, although the amount of support varies from site to site. This is a great stride in the partnership with the builders and we are thankful to the builders for supporting our efforts and sharing a common goal with us.

This year saw increased awareness among the parents towards their children's education. We have noted many instances where the parents have chosen to stay in the same locality even after the construction is over, so that the children can continue going to the school. We have also heard about cases where parents have told the new site personnel to invite Door Step School to start a center. These instances show remarkably positive changes in the attitudes of the construction site workers. We are very thankful to all our funding partners who now include the builders as well, for supporting our efforts and sharing a common goal with us.

In the **Project Grow with Books Program**, we expanded our reach to 145 schools. Our analysis of the data over past 5 years for children of 1st standard indicated that 90% of the children who moved on to the 2nd standard in fact lacked standard appropriate reading skills. To address this, a special initiative called "First Steps Forward" was launched in August 2011 with the aim to help children of 1st standard to reach expected levels of learning. In the 41 schools where the initiative was launched, **52% of the children reached the expected learning levels at the end of 1st standard. This was up from just 7% in 2010-2011.** Our funding partners continued to support our programs and initiatives with enthusiasm. We appreciate their faith in us and the support over the years.

Table 1: Comparison of Five Years in a row

		2007-08	2008-09	2009-10	2010-11	2011-12
Direct Education (Project Foundation)	Urban Slum Communities & Pavement Dwellers	10	10	10	15	14
	Building & Road Construction Sites	67	100	96	125	131
	Total Number Of Locations	77	110	106	140	145
	Locations Closed	16 (21%)	18 (16%)	24 (23%)	29 (21%)	41 (28%)
	Pre-Primary Classes	47	93	98	133	142
	Study Classes	37	57	84	122	130
	EAC(Literacy) Classes	64	81	98	129	135
	Day Care Centers	20	72	74	91	94
	Total Number Of Classes	168	303	354	475	501
	Classes Closed	22 (15%)	32 (14%)	79 (22%)	121 (25%)	131 (21%)
	Children Enrolled	4981	8494	10534	12906	10814
	Snapshot of Beneficiaries in March	2081 (42%)	3439 (40%)	3369 (32%)	4383 (34%)	2869 (27%)
	Computer Classes- children Enrolled	153	331	224	212	216
	Community Based Libraries-Children enrolled	563	796	660	712	664
	School Intervention (Project Grow with Books)	Schools With Reading Classes	76	118	131	143
Reading Classes Children Covered		21756	34169	36405	37760	33390
Lending Libraries In Primary Section		47	118	131	140	145
Lending Libraries In Primary Section -Children Covered		5623	15619	17316	17203	15973
Lending Libraries In Middle School		19	30	56	66	77
Lending Libraries in Middle School - Children Covered		3009	5046	7982	10117	10402

Building on the initiatives to improve operational efficiency started last year, improvements were done in HR process, Budgeting practices, purchasing guidelines and overall process of expense approvals, tracking and reporting. Process for timely collection of funds from Builders and funding partners was streamlined and standardization was extended to proposal writing.

Continuing our initiative to track children who migrate, which we started last year, we were able to reach 12% of the children who migrated during the year from our centers .Out of the 590 children tracked, 569 (96.5%) were confirmed to continue schooling in the new location wherever they are. This data is reassuring that our Foundation program is having the right impact on these children and their parents in recognizing the importance of continuing education.

Mainstreaming children at construction sites remains in focus. Last year we enrolled a total of 1009 children in the municipal schools and provided them support such as school transport, study classes and reading rooms.

In 2011-2012, we continued to work on enlisting builders support to our centers and our **Foundation program received full or part financial support from builders at all 100% of our sites.** This is a great stride in the partnership with the builders. We appreciate our builder partners who have come forward not only for financial assistance but also for taking more interest in providing better facilities, helping with parents meetings and conducting events and providing snacks to the children.

During the year 2011-12, we reached out to over 50000 children in building/road construction sites, slums/pavement sites and in Municipal Schools.

Direct Education Programmes

During the year, we covered 9592 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

Last year we added **environment and hygiene awareness** in the curriculum which was received well by the children and parents. Our teachers have seen visible changes in the habits and attitudes of the children as a result of this awareness drive.

This year saw **increased awareness among the parents towards their children's education.** We have noted many instances where the parents have chosen to stay in the same locality even after the construction is over, so that the children can continue going to the school. This is a remarkable change in mindset. There are also instances when the parents have come for our help in getting their children enrolled in schools in the new location. We have also heard about cases where parents have told the new site personnel to invite Door Step School to start a center. These instances show remarkably positive changes in the attitudes of the construction site workers and underscore their increased awareness toward education.

At the Madhupuspa site, some parents were asked to move to another site as their work at this site was completed. Since the children's exams were approaching, our teacher requested them to stay till the exams were over and the parents agreed. They stayed at this site for more than a month and used to commute a long distance to the new site for work, allowing their children to continue attending our classes and therefore appear for their exams.

Another observation is that we are seeing reduction in the number of parents who are totally illiterate. In fact our observation is that the woman of the family tends to be more educated than the male counterpart which actually works favorably towards continuing education for the children. This was further substantiated by our data for New Enrolments, which shows that **about 15% of the newly enrolled children already had a base of education from their previous locations.** This helped them attain the expected levels of learning much sooner. In 2011-2012, **88% of children at our construction sites reached "Expected" or "Above Expected" levels of learning, out of which 60% are above expected Levels.**

In 2011-2012, **we provided school transport to 1158 children from 138 construction sites** using 4 DSS vehicles and 1 PMT bus. In addition, 755 children reached school using facility arranged by their parents. This is a significant milestone in getting parents involved in the education of their children. Much persuasion and convincing went in the initial months to bring about this change in the mindset of parents.

Out of the 11482 children covered at construction sites, **2351 are in the age group of 0-3 years and hence availing our day care facility** at **131** construction sites (a **44% increase** from the number of from the **91** sites last year). The number of children in this age group has been gradually increasing over the past 2-3 years which then lead to development of "Creche' workers' training module" by our Parivartan Training Center for all new teachers.

The year certainly had its challenges. Attendance of children at our construction sites remains to be the weak link. Our data shows that **the number of children migrating in less than 25 days is almost 50% of the total enrolment.** The problem is further complicated by the fact that **only 12% of these migrated children could be tracked,** though larger than the number tracked last year.

There is however a silver lining around this. **Out of the 590 children tracked, 569 (96.5%) were confirmed to have continued schooling at the new location.** This data is reassuring that our Foundation program is having the right impact on these children and their parents in recognizing the importance of continuing education.

In 2011-2012, we continued to work on enlisting builders support to our centers and our **Foundation program received full or part financial support from builders at all 100% of our sites.** This is a great stride in the partnership with the builders. We appreciate our builder partners who have come forward not only for financial assistance but also for taking more interest in providing better facilities, helping with parents meetings and conducting events and providing snacks to the children.

School Intervention Programmes

Our school Intervention Programmes are grouped under a Project which we call "Project Grow with Books".

- Reading Class Program was initiated in the primary section of 10 schools as part of the school time table in 1999.
- After 11 years, covers more than 33000 children from 145 municipal schools in the Pune and Pimpri Chinchwad areas.

The Grow With Books program manages a stock of over 120 thousand books to be distributed in 145 schools. Software developed in house to manage the book stock is used to purchase and distribute books to various schools and children. The book stock consists of Graded reading books written in house by Door Step School and suitable reading material by other publishers. Over 50000 children benefited from this program in 2011-2012.

Each year, we conduct reading tests for the children of standard 1st to 4th to measure their learning levels in the beginning and at the end of school year. Our data over past 5 years for children of 1st standard indicated that just about 10% of the children reached the expected levels of learning. A special initiative called **"First Steps Forward"** was launched in August 2011 with the aim to help children of 1st standard to reach expected levels of learning. In the 41 schools where the initiative was launched, 52% of the children reached the expected learning levels at the end of 1st standard. This was up from just 7% in 2010-2011.

Encouraged by these results, in 2012-2013 we plan to launch the "First Steps Forward" initiative in all schools covered by our Grow with Books program. We have taken up an aggressive challenge to enable all the children from 1st standard to read standard appropriate composite letters and words, provided they have minimum 80% school attendance. Additional training has been designed by our Parivartan training center and will be conducted in the month of June for all the Book Fairies, as the teachers of the Grow with Books program are called.

Table 2: Activities at a Glance (2011-12)

Programs		Activities	Total No.	Number Of Beneficiaries
I. Direct Education (145 locations)	Literacy Programs	Pre-Primary Education(Balwadi)	142	4198
		Study Classes	130	2177
		Literacy Classes(NFE)	135	3217
		Total*		9592
	School Support Services	Day Care Center	113	2351
		Reading Room	83	502
		School Enrollment	94	1009
		School Transportation	73	1158
		Children Going to School by themselves	54	755
	Community Learning Centers	Community Based Libraries	5	174
		Reading Room	5	668
		Child to Child Libraries	10	305
		Computer Classes (At 2 Locations)	23	216
		Science Labs	8	153
	II. School Intervention (145 Schools)	Project Grow With Books	Reading Classes Stds. 1 st To 4 th	145 Schools
Lending Library Stds. 2 nd To 4 th			145 Schools	15974
Lending Library Stds. 5 th To 7 th			77 Schools	10402
Publications			1 new story book	
Book Stock			124261	
III. Training	Parivartan Training Centre	New Teachers	86	
		Book Fairies	113	
		Refresher Tainings	170	
		Other NGOs	48	

*Includes 216 children covered by the School on Wheels.

Networking and Advocacy

The year also saw increased networking with other NGOs through common forums and sharing of best practices.

Participation of Door Step School Leaders in various international and national meets and summits provided valuable exposure to the Organization. These include:

- Keynote talk by Mrs. Jayashree Joglekar, Director, and Pune at **Asha 20 conference** in May 2011 at San Francisco, USA
- Mrs. Rajani Paranje's debate participation in the **World Innovation Summit in Education (WISE) at Doha**, Qatar in November 2011
- Chairing of the session on Social Metrics at VIBHA's **Pragati Conference** in October 2011 by Mrs. Jayashree Joglekar, on behalf of Door Step School Pune

On the advocacy front, we continued our efforts to garner support from Education Department and Sarva Siksha Abhiyaan and had some success with getting funding of school transportation costs in line with the Right to Education rules.

Recognitions & Awards:

Door Step School's **School on Wheels** Project was on Exhibition at the UN Headquarters, NY between December 2011 and January 2012 as part of the "Design for the other 90% cities" exhibition. This exhibition showcased innovations in urban cities across the globe and the School on Wheels was one of the 60 innovations chosen to be displayed.

Mrs Rajani Paranje, Founder President was recognized for her contributions to the field of Education by Pune Marathi Granthalay in their annual meet on 5th May 2011.

I. DIRECT EDUCATION (Project Foundation)

Our Balwadis (pre primary education classes), after school Study classes for school going children and the Educational Activity Centers (EAC 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.

26% of the Total children who enrolled with us were enrolled for < 10 days. These are children of visitors or workers who are contracted for short periods at the construction sites.

During the year, a total of 146 sites were covered by our Direct Education Program and 10814 children reached. This included 1035 children from 13 slum communities and 1 community of pavement dwellers.

Table 3: Enrolment of Children in Direct Education Programs

Programme	Location Type	Children enrolled through the year
Pre-primary Education (Balwadi)	Urban Slum / Pavement dwellers	264
	Building / Road Construction Sites	4654
	Total	4918
Literacy (NFE) Classes	Urban Slum / Pavement dwellers	120
	Building / Road Construction Sites	3097
	Total	3217
Study Classes	Urban Slum / Pavement dwellers	651
	Building / Road Construction Sites	2028
	Total	2679
Grand Total		10814

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

The Balwadis (Kindergarten schools) 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 and discipline in school ways.

Our Pre-primary teachers use a system of specialised projects, where the child is taken through topics like "trees", "flowers" etc, one topic every month. The month wise calendar of topics which is now followed uniformly at all our Pre-primary centers.

2. Educational Activity Centers -EAC (Literacy Classes): (6-14 Years)

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. Last year, we reached 216 children using the School on Wheels Bus at 4 locations.

EAC (Literacy 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.

We can see from Figure 1 that 93% 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.

EXPECTED LEVELS based on ATTENDANCE
 1 TO 50 DAYS = ALPHABATES COMPLETE
 51 TO 90 DAYS = MATRAS COMPLETE
 91 TO 120 DAYS = COMPOSITE LETTER

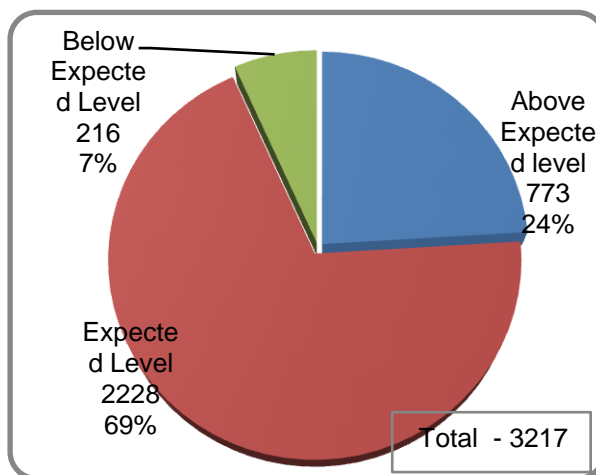


Figure 1: Performance of EAC (Literacy class children)

At one of our construction sites, whenever new child joins the site, the children of the class talk to his/her parents and take that child to the school. The school going habit is created among the children and they are able to even influence other parents and children to send their wards to school. All children from this site of school going age are enrolled and their good performance has been appreciated by the School Teacher. The DSS Teacher at this site had a large role to play in this transformation.

3. Study Classes (School going children)

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. In accordance with Right to Education Act(RTE), we are directly enrolling children into school in the standards appropriate to their ages. All of these children then attend our study classes where we impart the basic literacy skills and help them to cope with the learning levels at school.

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 EAC (Literacy Classes).

We can see from Figure 2 that 85% children are at or above the expected levels. 15% of children are below expected levels as against 24% last year.

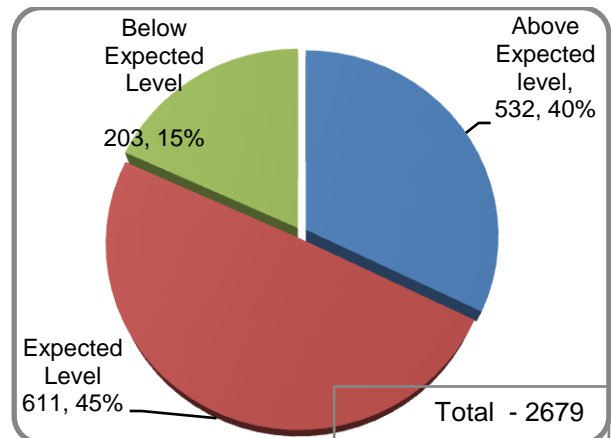


Figure 2: Performance of Study class children

Academic performance of our children attending mainstream schools continues to remain good. The children who attend our study classes generally do well in schools. This has been acknowledged by the teachers as well.

- A. **17** of our children have cleared the scholarship exams conducted by the Government of Maharashtra.
- 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. **13** children of Door Step School children were selected to join Vidya Niketan Schools in 2011-12.

Pallavi is a student of 1st Standard and attends our study classes. She has learnt all the alphabets with Matras. While travelling with her mother to visit her native village, she was able to read the name boards on the buses. She read the name boards on shops and hoardings loudly all through her journey and her mother told the teacher that she felt very proud of Pallavi !

Direct Education – Addressing key barriers

Due to the inherent nature of the construction business, families migrate from one site to another or to other cities. The children are also forced to discontinue their schooling due to the movement. Over the years, we have been trying various methods to address the issue of children discontinuing their education.

Problem/ Issue	Socio Economic Reasons	Addressed by
Children Who Drop out	1. Household chores 2. Baby Sitting	1. Convincing parents , preparing the children for school where parents do not have the time, builders intervention to convince them of the need to have children in a safe place at the site 2. Crèche facility at construction site for siblings
Children who migrate	1. Migration of parents to new sites 2. Relocation of parents to hometowns	1. Teaching children to call DSS staff from the new sites. This has been fairly successful and may children call us and take help to get re-enrolled at the nearby schools. 2. Distribution of "My Books", a comprehensive diary of the child's personal information and performance at the school he last attended. This helps the children enrol at the new site quickly. 3. Parents meetings to inform them of how they can ensure continuity of education when they migrate. 4. Tracking of children by our teachers/ staff. Our teachers call the numbers provided by the children and help them get re-enrolled at the new locations. Many families have moved back to the city to continue their child's education.

Last year, we focussed on parents' education and involvement, while we continued our efforts to track down migrated children. We were able to reach 590 children, against 352 last year, 96% of whom re-enrolled with our assistance.

	2010-11	2011-12
Migrated	4723	4795
Tracked	352	590
% Tracked	7.45%	12.30%
Enrolled	319	569
% of Tracked Enrolled	90.63%	96.44%

Addressing Transient Children

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. Though the children are at the sites for a very brief period, we hope that the exposure that they receive will encourage them to seek out educational facilities wherever they move.

Program	Transient Children (attending less than 10 days)
Pre-Primary Classes	1295
Literacy Classes(EAC)	1264
Study Classes	249
Total	2808

Special Initiatives for Environment and Hygiene Awareness:

To promote "Environment Awareness" among the children at our construction site centers, we took up several initiatives during the year 201-12. Door Step School designed and implemented the "The Parisar Abhyas" Program at 25 centers in partnership with Praj Foundation. The program has reached more than 900 children at the centers through trainings and educational activities. We also partnered with Kirloskar Foundation to implement the WASH initiative at 25 construction sites covering 475 children. **Hindustan Unilever** supported these initiatives by providing Hand wash Kits to Door Step School which were used at 40 construction sites. All these initiatives have helped create environment awareness in the children as well as parents.

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 EAC (Literacy Class) students. Whenever possible, we arrange for a separate room or at least a wall between the class and the Day Care Center. Even if we cannot provide a separate facility, we still have a separate teacher to take care of the children.

Due to an increase in the number of day care centers from 20 in 2007-08 to **94** in 2011-12, and the corresponding increase in the number of children, we continue to give special focus to how we run our day care centers. **2351** children benefitted from our Day Care facilities at these 94 centers. Having given special attention to improving infrastructure for day care centers at our sites with the cooperation of builders last year, this year we focused on specialized training for the crèche workers by our "Parivartan" training centre.

2. School Enrolment

Due to RTE norms, we now directly help enrol out of school children into mainstream schools when we start a center and support them through our after school study classes at the construction sites.

A total of 1009 children were enrolled in municipal schools this year from **94** centres.

3. School Transport Facilities

Making provision for school transport for children is an essential supportive service. 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 year, we have used our School on Wheels bus, 3 DSS vehicles and private vehicles for school transport. Additionally, we hired several auto rickshaws, which is the most common form of school transport in Pune. This year 1158 children used the facility from 73 locations.

Continuing our efforts to encourage parents to make arrangements for transport or to escort their children to school, we saw **755 children from 54 centres walk to school** or make their own transport arrangements. This is a significant transformation in the attitude of the parents.

4. 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.

During the year, the "School on Wheels" bus was used at 4 locations covering 216 children enrolled in our Direct Education Programs. It catered to children from smaller construction sites where setting up a classroom was not practical or the builder was not inclined. It also helped children at a roadside hutment of nomadic families to get their first exposure to learning and education. The bus was also used for transporting more 130 children to school.

5. Math and Science Activities

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 2011-2012, approximately 118 children from 7 different locations enjoyed attending Quest once a week.

We started the **science laboratory** 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. This year, 35 students have attended the practical classes conducted by one of our volunteers.

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 was started in 1999 covering 10 Pune Municipal Corporation (PMC) primary schools to provide children an opportunity to the children studying in public schools to hone their reading skills.
- These classes provide access to a wide variety of books other than the text books to children in public schools.
- Home Lending library for primary section was introduced in 2000 in the schools where we were working
- Home Lending library for the middle school (standards 5th to 7th) was introduced in 2004 after a continuous demand from the children. It is started for schools which are housed in the same building.

We also grouped the three (Reading Class and Lending Library in primary and middle schools) programs together under the '**Grow with Books**' program).

This program has expanded considerably over the 12 years since inception and the statistics for the last 6 years are presented in the graph below.

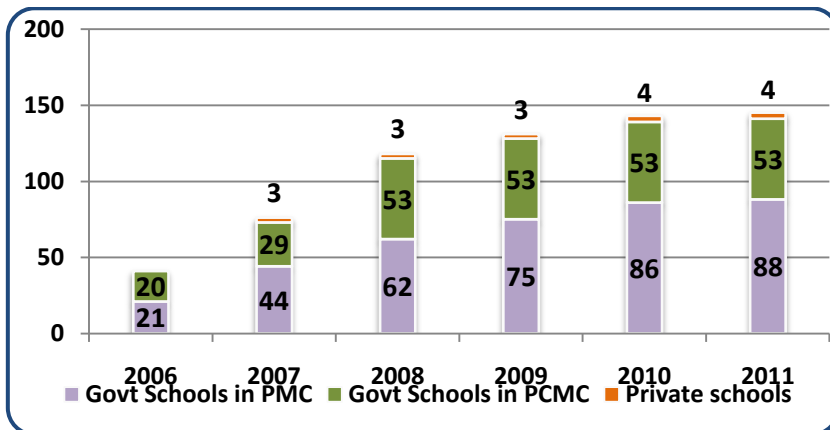


Figure 3: "Grow with Books" - the last 6 years

During the year 2011-12, we covered 43,792 children (Std. I to VII) under the 'Grow with Books' Program

1. Reading Class Program

In 1999, this program was started in 10 PMC schools. It was extended to Pimpri Chinchwad Municipal Corporation (PCMC) schools in 2006. The Reading class program is conducted in the Marathi as well as Urdu medium schools. In Urdu medium schools our program covers children from Stds. III to VI while in Marathi medium schools it is conducted from Standards. I to IV.

At all schools, each standard is allotted one Reading class per week. The activities of the class are conducted by one or two Book-fairies, (the field level workers of the program) from Door Step School. The class teacher is usually present in the classroom; a few of them even participate in the activities. Each class and hence every student receives 90 minutes of supervised reading and related activities every week as per the chart in Figure 4.

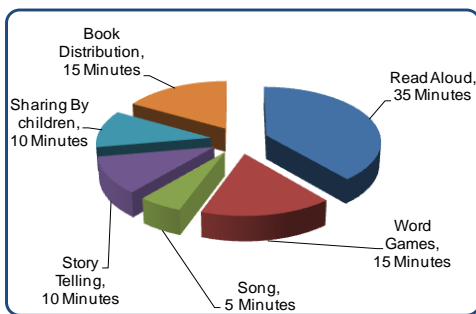


Figure 4: Activities in 90-minute session

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 33,390 children from 145 schools under the Reading Class program (Std. I to IV).

Table 4: Schools and Number of Children

	Local Government Schools	Private Schools	Total
Schools	141	4	145
Children	32479	911	33390

Table 5: Distribution of Students Standard Wise

Standard	I*	II	III	IV	Total
Number of classes	205	214	229	220	868
Number of students	7947	8109	9001	8333	33390

* 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 and Stock of Books:

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.

The stock of books currently available with the 'Grow with Books' program is shown in Table 6. Pictorial books are given only to the 1st standard students for the first term only. **Out of the 35 titles of story books without composite letter words, 19 are written and published by Door Step School.**

Table.6: Stock of Level- Appropriate Books for Children

Book type	Book stock from last year	Books purchased	Total book stock	Books lost/damaged	Stock carried forward to next year	No. Of titles
Pictorial	2,480	0	2,480	0	2,480	26
Elementary (books with alphabets and Matras)	31,929	1,144	33,073	1,097	31,976	52
Books without Composite letter Words	16,990	350	17,340	1,199	16,141	35
Books with Composite Letters	62,149	9,219	71,368	8,603	62,765	2,230
Total	1,13,548	10,713	1,24,261	10,899	1,13,362	2,343

Reading Ability Test

We conduct two reading ability tests in an academic year to assess the 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.

Table 7: Comparison between the Two Reading Ability Tests in a Year

Reading Level	1st standard		2nd Standard		3rd Standard		4th Standard	
	Jul-10	Mar-11	Jul-10	Mar-11	Jul-10	Mar-11	Jul-10	Mar-11
Cannot read books	Exempted from test	33%	40%	17%	20%	10%	9%	4%
Can read books		67%	60%	83%	80%	90%	91%	96%

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) To know the changes we need to make to our book stock so that it suffices the needs of the children properly.

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.

Special Initiative for 1st Standard Children

Each year, we conduct reading tests for the children of standard 1st to 4th to measure their learning levels in the beginning and at the end of school year. Our data over past 5 years for children of 1st standard indicated that just about 10% of the children reached the expected levels of learning. That means almost 90% of the children who moved on to the 2nd standard in fact lacked standard appropriate reading skills.

A special initiative called “**First Steps Forward**” was launched in August 2011 with the aim to help children of 1st standard reach expected levels of learning. The program was executed by providing additional support classes in addition to the regular reading classes. Additional support classes were used to provide them practice work and reinforce the learning. Specially designed Fun and Learn camps were launched in Diwali vacations where children learned through fun and games based teaching aids. The initiative showed very encouraging results. In the 41 schools where the initiative was launched, 52% of the children reached the expected learning levels at the end of 1st standard as compared to just 7% in 2010-2011.



Learning Level	Mar-09	Mar-10	Mar-11	Mar-12
No. of schools	38	40	40	41
Incomplete Alphabets	38%	38%	41%	16%
Alphabets complete	35%	30%	34%	21%
Learning Matras	20%	19%	18%	11%
Composite letters	7%	13%	7%	52%

Other Initiatives/ Experimental Projects

Along with the regular activities like coloring, reading competition, storytelling competitions, two reading classes for 2nd standard, some new initiatives were introduced this year.

i. Comprehension Passages

This year, we extended this activity to standards 2nd and 3rd. Children were asked to answer all the comprehension questions orally.

ii. Activities for Improvement in reading the Composite Letters/ Words

Time and again we have observed that children face difficulties while learning composite letters and words. We decided to work on this in two ways:

- With the help of work books: The target group was given a specific work book which helps them to learn and practice writing composite letters and words. The book fairies taught these children the composite letters with the help of this book. They also helped these children in pronouncing these words properly.
- With the help of Composite letter/word books: Here the composite letters were divided into 8 groups. The book fairy taught one composite letter to the child and then asked him/her to practice the pages from that book, which had that particular composite letter. Once the child felt that he/she was well versed with the letter he would come up to the book fairy. The book fairy would then test the child with words, sentences, passages that have the composite letter practiced. If the child was successful in the attempt, he/she was awarded with a star stamp on the hand.

iii. Wall Magazine Activity

This year we had decided to conduct the innovative initiative of 'Wall Magazine'. This initiative was conducted with a view to increase the participation of children in creating reading material.

Children were asked to write their thoughts on various subjects like 'my favorite cartoon', 'computer', 'forts', 'A visit to a park' and 'my best friend'. When the children submitted their write-ups, selected few were then together pasted on a big chart paper giving it a magazine like effect. This magazine was then put up on the class room wall where everybody could read it. All the children participated with great enthusiasm. The favorite topics were 'computer', 'my favorite cartoon' and 'my best friend'.

iv. Creative Writing

This year we also decided to give the children of higher standards a chance to express their creative side through essays. Children were given topics like 'Kite', 'My village', 'A village fair', 'My dream' etc. and were then asked to write essay on any one of their choice. The topics were also discussed by the class teacher commonly in the class. The essays brought in by the children were very good. The favorite topics were 'My village' and 'a village fair'.

Impact of Reading Classes

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%.

2. Home Lending Program

Home lending in primary schools started in 1999 as a part of Reading Class activity itself. This activity is run for standards 1st to 7th. In case of the primary section i.e. Standard 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.

Table 8: Home Lending Record of Last 5 Years for Std. II - IV

Standard \ Year	2007-08	2008-09	2009-10	2010-11	2011-12
II	796	3250	4581	4585	3928
III	2350	5978	6083	5601	5731
IV	2447	6391	6652	6428	6314
Total	5623	15619	17316	16614	15973
Percentage	73%[#]	92%	93%	97%	97%

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

This year we conducted this program in all the 145 schools and the children have read 16 books on average.

Home Lending for Standards 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. Initially it was started in 4 schools, since then the response has been so overwhelming that we expanded to more schools.

Table 9: Number of Readers over Last 5 Years

Standard \ Year & No. of schools covered	2007-08 (19)	2008-09 (30)	2009-10 (56)	2010-11 (66)	2011-12 (77)
V	1081	1818	2848	3458	3585
VI	1087	1636	2659	3135	3643
VII	947	1592	2475	2985	3174
Total Readers	3115 (83%)	5046 (98%)	7982 (94%)	9578 (95%)	10402 (90%)
Total Students	3734	5144	8467	10117	11523

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. A majority of the children have read 16-17 books.

3. Publications

When we started Door Step School, we had no idea that we will ever publish books. But we did! 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.*

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. As we see from Table 10 Community learning Centers provide Direct Education services 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 10: Activities at the two Community Learning Centers

Program	Activities	No. Of Children/ Beneficiaries	No. of locations from where children attend	
Direct Education	Balwadi	32	16	
	Study classes in Communities	297		
CLC Services	Reading Room	668	24	
	Community Based Childrens Library	In Learning Center		208
		In Community		352
	Adult Library	11		
	Computer Classes	216		
	Science Laboratory(Dattwadi Centre)	35		
Support Services	Day Care Centre	16	10	
	School Enrolment	19		
	Transportation	To Schools		32
		Children going by Walk		28

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. Most volunteers, who come to teach, do so with the reading room children, holding sessions 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. Since then we have extended this service to 31 other construction sites. During the year 2011-12, 668 children availed of our reading room facilities.

Ajay, a boy from EAC belongs to kadi vasti. The children (Boys) from these houses do not go to school and tend to create trouble in the center. We took the help of MSW students who are working with us on field to establish a dialogue with these children. It resulted in these children attending the classes at our Community Learning Center- Dada Paranjpe Abhyasika in Dattawadi. These children have started using computer and applications like Paint to draw pictures. Ajay also took the initiative to teach alphabets to 1st standard children from his center when the teacher of the class was on leave.

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.

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. It is observed that significantly more number of books are being read from the child to child libraries, primarily due to ease of borrowing the books.

Some parents of our children expressed a desire to avail the Library facilities at our Dattawadi Center. We have expanded the Dattawadi Center library to cater to the adult readers in the community. Last year 11 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.

Kalyani Chowgule obtained 89% marks and Runali Shelar obtained 82% marks in their 10th Standard Exams. Both of them use the reference library at the center extensively and this has helped them perform exceedingly well in their exams.

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 2011-12, a total of 216 children enrolled at the centers. Those completing the course are furnished with a completion certificate.

Table 11: Standard-wise distribution of students enrolled in computer classes

Standard	Batch		Total
	Morning	Evening	
1 st to 4 th	29	16	45
5 th	15	13	28
6 th	18	30	48
7 th	11	34	45
8 th	6	8	14
9 th	1	12	13
10 th	3	1	4
Others	9	10	19
Total	92	124	216

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). 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.

This year, we conducted 3 special batches of computer training to cover the demand from older children (typically children who have passed 10th Standard). 14 students enrolled and 5 completed the course and awarded certificates. A nominal fee was charged for this course to ensure the students commitment.

Kavitha, a student of special batch from Vaidu Vasti community is a high-school dropout. After attending the special batch at our center, she said she has developed the confidence to help her Uncle with computer related work in his small business. She attributed this to the excellent practical raining imparted as part of this course.

4. Science Practicals

Children utilising the Community Learning Centers usually visit the Science and math activities at 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.

This year, the science practical classes were started from August. 35 students have attended the practical classes from April 2011 to March 2012.

5. 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.

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 below:

Activity	Number of children
English Classes	22
Drawing, painting and songs	31
Puzzle & Origami	62
Basket Ball Camp	9
Diwali Party	265
Picnic at Sambhaji Park	71
Craft activity	72
Exposure Visit	45
Khel Khel Main	25
WASH Activity	150

6. Special Events

Khel Khel Mein (Sports Day) - This event sponsored by one of our Funding partners gave the children their first exposure to organized sports day and the opportunity to compete with children from other schools. 5 of our children secured medals in the various athletic and sports events



- Ankita secured Gold Medal for long jump (under 14yrs).
- Shammi secured Silver Medal in long jump (under 12yrs).
- Sakshi and Venkatesh secured Bronze Medal in 100 mts race (under 10yrs).

A World-in-Motion: Society of Automotive Engineers (SAE) 'A World in Motion' conducted a Jet Car making competition for school children.



Volunteers coached the children on the principles behind making the car, how to present and explain the process to others. 17 schools were represented by two teams from every school. Two teams of children from Door Step School participated enthusiastically in the event. The team of children made a car and then the car was subjected to distance test, weight test, accuracy test, time test and speed test. The car made by our team from Shivaji housing centre was one of the two models selected for the finals. All our children who participated gained a lot from the training and the experience.

V. 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 Training Center conducts 2 types of training – New teachers training and Refresher trainings for Teachers, co-ordinators and supervisors. This year we extended our training programs to include Environmental Education, Creche Workers and special training for Book Fairies of Project Grow with Books.

Table 12: Total Trainings and Number Trained

Taining	No of Sessions	Average Trainees/ Session
New Teachers / Staff Training		
Creche Workers Training	1	21
Project Foundation Teachers Training(7 Weeks)	1	18
Project Foundation Teachers Training(12 Days)	2	12
Project Foundation Teachers Training(Onsite)	1	22
Refresher Trainings		
Project Foundation -Coordinators & Supervisors	9	35
Project Foundataion - Teachers	9	88
Community Learning Centres -Teachers	1	11
Project Grow with Books - Coordinators & Supervisors	4	22
Special Trainings		
Teachers Refresher Training on Environmental Studies Module no.1, Module no.2 (Parisar Abhyaasa)	2	25
Project Grow with Books -Book Fairy Training	5	30
Trainings for other NGOs		
Staff of 2 NGOs Training on Age wise Activities, Stories, Songs & Play ,Story telling & Puppet Making	2	24

Crèche Workers Training

With the increase in number of children in the age group of 0-3 at our construction sites, we felt the need for special training for our Crèche workers. A three day training program has been designed and developed for the crèche workers covering relevant topics. 21 workers from different construction sites were trained using this curriculum during the year.

Special Training for Book-fairies

To support our Special Initiative "First Steps First" of our Grow with Books Program, the book fairies (field workers) of the program needed additional training. Since they were earlier only trained to teach the children to read, we have introduced a new training for the Book fairies to train them on Pre-reading/ pre-writing preparation and methods of teaching alphabets and matras.150 Book fairies were trained over 5 training sessions during the year.

Environment Education Program

With interest from funding partners to support extension of our curriculum to Environment and Hygiene, we developed and designed a teachers training program covering the following topics on environment:

- Cleanliness & Hygiene
- Garbage disposal
- Clean water
- Green Environment
- Waste water disposal
- Health and Nutrition

This training was imparted to 50 teachers of Project Foundation.

Ready Reference booklets for "Project Topics"

Our teaching curriculum is topic based and covers 10 topics over the year. We observed that the information communicated to children by our teachers was varying based on interpretation (E.g. Significance of important days/ festivals). To address this, we have designed ready reference booklets for each topic. These booklets are given to the teachers during the refresher trainings. We are seeing a positive impact of this in terms of uniformity and accuracy of the information conveyed to children.

However, we observed that the teachers also needed to supplement the teaching aids according to the topics. To train the teachers on preparation of these additional teaching aids, we created 3 project models and associated teaching aids and trained the teachers on how to create these teaching aids. This was done by hosting a 10 day exhibition which was open to other NGOs and general audience. More than 250 persons attended this exhibition.

Training Manual for Trainers

Work on preparation of a comprehensive training Manual in English for Teachers training was initiated some time back and was completed this year with the assistance of volunteers from ASMAE. This training manual will serve as a ready reference for our trainers within and outside our organization who are working for the education of children.

VI. ROLE OF VOLUNTEERS

For many years, now, the organization has gained from the help of volunteers, both locals as well as foreigners. The volunteers come with expertise in various fields. 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.

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

Archana Vyavaharkar has been volunteering with us for more than a year. She has been visiting various sites in Kondhwa area, spending time teaching older children English and motivating the parents and children to attend school regularly. Due to her positive efforts, children at our Skyline started attending school and study classes regularly and doing well in English at school. She also contributed to various translation needs at our office whenever required.

Varunika Garg has been volunteering with us for the last one & half years. She spends two hours each day in our Dattawadi Community Learning Centre. She teaches the English and Math's to students of 5th to 7th Standard from the nearby Communities. She has also been training DSS staff on teaching Math. She loves to spend her time with the children and feels that all children irrespective of background are very intelligent they had the capacity to learn. A helping hand can mould them and make a tremendous difference to their lives.

VII. FUTURE PLANS

We target to achieve the following in the year 2012-13:

- To come up with a collaborative model for extending reach of Project foundation centers to more construction sites
- Focus on Volunteering Programs and Volunteer Management to help us garner skills that will help us strengthen and scale our operations
- To introduce focused training programs for Crèche workers through our "Parivartan" training center

Appendix-1 – List of Publications

Sr.No.	Year	Name of the book	Category	
1	Nov-02	मुळाक्षरे १-८ भाग	Barakhadi	
2	Mar-03	गोष्टी इकडच्या तिकडच्या गमतीजमतीच्या भाग १०	Set of mixed stories	
3	Feb-05	अशी झाली पळापळ	Story without composite letters	
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(एका कहाणी नागेबाची व खुलभर दुधाची)		
15	Sep-03	कोडयाची पुस्तके भाग १ व २		Puzzles
16	May-05	जोडाक्षर (५६ पानी)		Composite letters
17		छोटू	Story without composite letters	
18	2009	फुल फुलवे आजोबा		
19	Jul-09	कहाणी बहिण भावाची	Story with composite letters	
20	Feb-10	अप्पू आणि टप्पू		
21	Mar-10	सचित्र मराठी शब्दकोश	Picture Dictionary	
22	Mar-11	देवाचे देणे	Story with composite letters	
23	Mar-11	मुळाक्षरे संच १-८ (भाग २)	Barakhadi	
24	Mar-12	लगालगा गोगलगाय व चुळचुळ मुंगळा	Story without composite letters	



Direct Education - Balwadi, Literacy Classes and Study Classes



Direct Education - Support Services - Creche, School on Wheels, Transport



School Intervention Program - "Project Grow with books"



Parivartan Training Center



Community Learning Centers - Various activities



Exposure Visits, Picnics, Sports events



Science and Math activities



Parents Meetings

Details of Board Members

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

Total Cost of International Travel by all staff during the year

No.	Name /Designation	Destination and purpose	Sponsored yes/no
1	Mrs.Bina Sheth Lashkari, Secretary	London – Stockholm- Munich Carnegie Social Initiative offices	Yes
2	Mrs.Rajani Paranjpe, President	Qatar, WISE Foundation, Panelist	Yes

Accountability And Transparency

Distribution of Staff according to salary (as on 30 th June 2012)				Staff details as on (as on 30 th June 2012)			
Salary plus benefits paid to staff	Male	Female	Total	Gender	Male	Female	Total
<2000		50	50	Paid full time	27	561	588
>2000 – 3500		271	271	Paid part time	0	43	43
>3500 – 5000	3	175	178	Volunteers*			
>5000-7500	7	61	68				
>7500 – 10000	8	18	26				
>10000	9	29	38				
Total	27	604	631	Total	27	604	631

* List of Volunteers in **Many Thanks to**

MANY THANKS TO

Our Major Project Partners.....

- Ammada Trust
- Anuja Khemka - Safar Trust
- Asha For Education, Canada
- Asha For Education, Munich
- Asha For Education, Seattle
- Asha For Education, Silicon Valley
- Asmae- Les Amis De Soeur Emmanuelle
- Axis Bank Foundation
- Azim Premji Foundation (I) Pvt. Ltd.
- Bakimchandra Khona
- Bitwise – Discover Financial Services
- Bombay Community Public Trust
- Carnegie Social Initiative
- Charities Aid Foundation Matching Grant
- Cognizant Technologies
- Concern India Foundation
- Crest Premedia Solutions
- EQT – Social Initiative
- Ernst & Young Foundation
- Forbes Marshall Pvt. Ltd.
- Hdfc Bank Ltd.
- Hsbc Global Education Trust – Future First
- India Capital Reserch & Advisors Pvt.Ltd.
- Infosys Foundation
- K.C. Mahindra Education Trust – Nanhi Kali
- Kirloskar Foundation
- Mazgaon Dock Limited (Ms Tiss General)
- Mr. Nitin Paranjpe
- Mr. Rahul Shah & Family
- Mr. Vinay Awasthi
- Ms. Usha Dev
- NUSI/ITGF Trust For Indian Seafarers
- Our Partners From The Builder Community
- Persistent Systems
- Plan International – India Chapter
- Praj Foundation
- Rabo India Finance Ltd.
- Rotary Club Of Bombay - Kandivali
- Sadguru Kamababu Foundation
- Saint Gobian India Foundation
- Sarva Shiksha Abhiyaan
- Spirax Marshall Pvt. Ltd.
- Springer Science + Business Media Deutschland Gmbh
- Staples
- Tata Institute Of Social Sciences
- Tech Mahindra Foundation
- United Way Of Mumbai – E & Y
- Vibha – Help Them Grow Inc.
- Wipro Cares
- Yardi Software India Private Ltd.

Well Wishers And Donors.....

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3D PLM Software Solutions Pvt. Ltd., A.A.Bhandari, Aanchal Goel,Abha S. Dhopeshwarkar, Abhijat Trust, Acme Developers, Adept Construction Co., Aditya Promoters, Ahilya Gadgil Awasthi, Alok Chemicals Pvt. Ltd, Amit Enterprises Housing Ltd., Ananddeep Singh Sadana, Anil Gore, Anja Radmer, Ankita Yadav, Anne Coutts, Anne Crummy, Anuradha Pandurang Bhjbal, Archana Dahiwal, Archana Joshi, Arihant Venkateshwara Housing, Arti Properties Pvt. Ltd., Arun Kale, Arun Seth & Co., Asha Paranjpe, Ashish Kumar Barnwal, Ashok Aher, Ashok Dabir, Ashwini Mandalik, Ashwini Sambhus, Asma Tamboli, Assa Associates, Aswani Developers, Atharva Housing, Atul Enterprises, Aurigaa Realtors, Auril Duncan, Awakening Jagriti, Beena Bisht, Bell Weather Developers Pvt. Ltd., Bharat Sanchar Nigam Ltd., Bhim Singh, Bhole, Bhujbal Brothers Construction Co., Built Up Ziggurat, Buxton Methodist Church, Catholic Guides of Ireland, Chandrakant K. Mandhare, Chirag Developers, Commit Computers, Computer Media Dealers Association, Cognizant, Cubist Cdunel Pvt. Ltd., D. S. Kulkarni & Associates, Dajikaka, Dr.Neela Dabir, Dr. K.C. Vora, Gadgil Developers Pvt. Ltd., Darode Jog Builders (Pvt.) Ltd., Deepak Mahajani, Deuskar, Dhananjay Kulkarni, Dhanlaxmi Builder, DNV Realty, Door Step School Staff, Dreams Aakruti, Empire Shelter Pvt. Ltd., Fiserv India Pvt. Ltd., Five Star Construction,G.G, Associates-Ganga Queens Gate, Gadgil family, Gauri Gokhale, Gayatri Nadgir, Global Landmarks, Golden Trellies Development, Gorakshanath Prabhakar Jadhav, H.B.Investments Co. Pvt Ltd., Harishchandra Phadke, Harsha Asrani, Helen Jackson, Hemant Katakhar, Horizon Shelters Pvt. Ltd., ICC Realty (India) Pvt Ltd, Inner Wheel Club of Khadki, Insights Behavioral Solutions, Jain Ashapuri Developers Unit II,Jan Dough, Jane Brown, Jay Verlekar, Jayant Bhave, Jayant Pendharkar, Jayateerth Kulkarni, JKP Developers Unit No. 2, Joglekar Kulvruttant Samiti, Jui Atul Bhagwat,Julia Bauer, K.G. Paranjpe, K.R. Narayan Rao, Kadam Jagtap Associates, Kalindi Kale, Kamlakar Ranade, Karishma Enterprises, Kathy Barnes, Kedar Gadgil, Khatam Manoj Parmananda, Kiran Ram, Kirloskar Foundation, Kolte Patil

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Volunteers

Abhay Singh, Abhinav Agrawal, Adele Keddie, Ambuja Cement Foundation Employees Christmas Party Volunteers, Anav Jhunjhunwala, Arnav Bhandari, Arunima Kaushik, Bombay Teachers' Training College, Colaba (Aniket Kadam, Priyanka Vajarkar ,Sanjeet Gupta ,Talat Khan ,Shamima Barbhuyan ,Divya Jain ,Preeti Desai ,Fatema Burmawala ,Seetha Devi ,Priti Purohit), Cathedral School Students, Elisa Divoux, Esha Ray, Farida Kurian, Firoza Patel, Hera Havewala, Jean Erwin, Jugal Doshi, K C College Students, Krushank Shah, Laxmi Rajak, Mudit Dalmia, Nealem Sehmar, Nikunj Shah, Nisha Swaminathan, NMIMS Interns(Achal Mittal, Bhaven Nanavati, Sandip Chandran, Niranjana Sundaram), Payal Patel, Prateek Sinha from VIT, Radha Mhambrey, Raj Zaveri, Rajmohan Amonkar, Sachin Jadhav, Saifuddin Kharawala, Sami Patel, Shreya Agrawal, St. Xavier's College Students (SIP and Project Care), Valeria Rojas Infantas, Vidhya Jain, Vitraag Mehta,

Aama, Aditi Naik, Akshay, Amita Speni, Amrut Mule, Anand Thakkar, Anjali Londhe, Anuja Kebi, Archana Vyavharkar, Arun Joseph, Ashish Burnwal, Ayashi, Beck & Amy, DAV School students & Parents, Denise Erb, Dhanashri Sontakke, DSP School's children & Parents, Fergusson College Students Group, Gayatri Wamanan, Harsha Asarani, Hema Gehani, Jalia Bauer, Kalyani Sonarika(USA), Kaoru Ono, Naohiro Tachzkawa, Yukari Yoshikawa, Ken Hasegawa, Ketaki Thosar, Kristin, Osirij, Teresa, Lalita Gupte, Lelse Reindors, Madhavi Kapatral, Manoj Sir, Mariya Ishijaka (Japan), Modern College Students Group, Mr Prasad Baliga, Mr. Arun Joseph, Mr. Bankar, Mr. Shirish Kulkarni, Mrs. Vaidya Bhogale, Ms. Lalita Gupte, Nilima Mule, Osiris, Teresa, Kristin, Parth, Prathush & Purva, Prerna, Priyadarshani Londhe, Punya Arul Kumar, Pushpa Arul Kumar, Rishika Ramanad, Rohini, Rohini Bhagwat, Rupali Patil, Tushar Andhare, Rupali, Soni, Leena Punawala, Rupesh Bhure, Rupesh, Puja, Madhura, Rupali, Runali, Shweta, Sameer, Sanika Kale, Seema Deesai, Shikha Madam & Student, Shivangini Dua, Volunteers from Soft Bridge Company, Stephan Schwindhe, Suhasini Kulkarni, Sumita Chakravati & group, Sunisha Pingle, Sunita Pingale, Symboisis College Students Group, Tanaya Bhagdikar, Tarun Mehta, Volunteers from Tech Mahindra Foundation, Tejashri, Shiv, Aman, Suyash, Nitesh, Naval, Valeria Rojas Infantas, Varunika Garg, Vidya Gadre, Vidya Bhogale, Vidya Valley Students Group, Volunteers from Delhi Public School, Volunteers Group from - Bitwise Discover Financial Services ,Whilhelm Vilemn Germany), Wipro Cares Group ,Yuya Hamada, Yuua Fujii, Nozomi Toki, Prachi Gondli.

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

THE SOCIETY FOR DOOR STEP SCHOOL		
The Bombay Public Trusts Act, 1950 (Registration No. F-13279(MUM)		
Name of the Public Trust : The Society For Door Step School		
Schedule -VIII (Vide Rule 17(1))		
BALANCE SHEET AS AT 31ST MARCH ,2012		
FUNDS AND LIABILITIES	RUPEES	RUPEES
Trust Funds or Corpus:-		
Balance As per last Balance Sheet	3,298,784.00	
Adjustment during the year (Give details)		
Donation Received during the year	10,000.00	3,308,784.00
Other Earmarked Funds:-		
(created under the provision of the trust deed or scheme or out of the income)		
Depreciation Fund		
Sinking Fund	100,000.00	
Reserve Fund	2,000,000.00	
Any other Fund- School on Wheels Bus Fund	514,664.00	
Reserve Fund for New School on Wheels		
Opening Balance 31,39,154.00		
Less: Transfer to I & E 27,32,868.00	406,286.00	
Seed Capital Beneficiaries Entrepreneur	23,000.00	
Staff Welfare Fund	67,000.00	3,110,950.00
Loans(Secured or Unsecured)		
From Trustee	0.00	
From others	0.00	0.00
Liabilities		
For Expenses	7,277.00	
For Advances	4,250,623.00	
For Rent and Other Deposits	NIL	
For Sundry Credit Balance- TDS payable	6,656.00	4,264,556.00
Income and Expenditure Account:-		
Balance As per last Balance Sheet	18,149,412.55	
Less: Appropriation, if any	0.00	
	18,149,412.55	
Add: Surplus As per income and		
less: Deficit — Expenditure Account	10,030,747.06	28,180,159.61
Total Rs.		38,864,449.61
The Society For Door Step School 2nd Floor, Room no.54/55, Nana Chowk, Grant PLACE : MUMBAI DATE : 18.9.2011		
Mrs. Rajani Paranjpe President	Mrs. Bina Sheth Lashkari Secretary	Mr. Nitin Dadia Treasurer

THE SOCIETY FOR DOOR STEP SCHOOL		
The Bombay Public Trusts Act, 1950 (Registration No. F-13279(MUM)		
Name of the Public Trust : The Society For Door Step School		
Schedule -VIII (Vide Rule 17(1))		
BALANCE SHEET AS AT 31ST MARCH ,2012		
PROPERTY AND ASSETS	RUPEES	RUPEES
Immovable Properties (At cost)		
Balance As per Balance Sheet	NIL	
Additions during the year	NIL	
Less: Sales during the year	NIL	
Depreciation up to date	NIL	NIL
Investments:-		NIL
Note: The market value of the above investment		
Furniture and Fixtures :- As per Schedule 'A'		6,648,053.00
Balance As per Balance Sheet		
Additions during the year		
Less: Sales during the year		
Depreciation up to date		
Loans (Secured or Unsecured):- Good/ Doubtful		
Loans Scholarships	NIL	
Other Loans	NIL	NIL
Advances:-		
To Trustees	NIL	
To Employees	138,089.00	
To Contractors	0.00	
To Lawyers	0.00	
To Others (As per Schedule 'D')	388,721.00	526,810.00
Income Outstanding:-		
Rent	NIL	
Interest	NIL	
Other Income	NIL	NIL
Cash and Bank Balance :- As per Schedule 'B'		31,689,586.61
(a) In Current Account with		
(b) In Fixed Deposit Account With		
(c) With the Trustee		
(d) with the Manager		
Income and Expenditure Account:-		NIL
Balance As per last Balance Sheet		
Less: Appropriation, if any		
Add: Surplus As per income and		
Less: Deficit Expenditure Account		
Total Rs.		38,864,449.61
<p>The Society For Door Step School 2nd Floor, Room no.54/55, Nana Chowk, Grant PLACE : MUMBAI DATE : 18.9.2011</p>		
<p>As per our report of even date Manit J Shroff Chartered Accountants 10, 2nd Bhatwadi, Girgaum, Mumbai 400 004 M No.33715</p>		

THE SOCIETY FOR DOOR STEP SCHOOL		
The Bombay Public Trusts Act, 1950 (Registration No. F-13279(MUM))		
Name of the Public Trust : The Society For Door Step School		
Schedule -IX (Vide Rule 17(1))		
INCOME AND EXPENDITURE ACCOUNT FOR THE YEAR ENDED 31ST MARCH ,2012		
EXPENDITURE	RUPEES	RUPEES
To Expenditure in respect of properties		
Rates, Taxes, Cesses etc.	NIL	
Repairs & Maintenance	NIL	
Salaries	NIL	
Insurance	NIL	
Depreciation(By way of provision of adjustment	NIL	NIL
To Establishment Expenses		NIL
To Remuneration to Trustee		NIL
To Remuneration (in the case of math) to the head		NIL
of the math including his household, expenditure, if any		
To Legal expenses -Professional Fees		269,393.00
To Audit Fees		100,000.00
To Contribution and Fees		NIL
To Amount written off:		NIL
(a) Bad Debts	NIL	
(b) Loan Scholarship	NIL	
(c) Irrecoverable Rents	NIL	
(d) Other Items- Excess credit of int.w/off	NIL	
To Miscellaneous Expenses		NIL
To Depreciation		1,217,490.00
To Transfer to Specific Fund- Staff Welfare Reserve		67,000.00
To Expenditure on Objects of the Trust		
(a) Religious	NIL	
(b) Educational	45,093,882.50	
(c)Medical Relief	NIL	
(d) Relief of Poverty	NIL	
(e) Other Charitable Objects	NIL	45,093,882.50
To Surplus Carried over to Balance Sheet		10,030,747.06
Total Rs.		56,778,512.56
<p>The Society For Door Step School 2nd Floor, Room no.54/55, Nana Chowk, Grant PLACE : MUMBAI DATE : 18.9.2011</p>		
Mrs. Rajani Paranjpe President	Mrs. Bina Sheth Lashkari Secretary	Mr. Nitin Dadia Treasurer

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The Bombay Public Trusts Act, 1950 (Registration No. F-13279(MUM))				
Name of the Public Trust : The Society For Door Step School				
Schedule -IX (Vide Rule 17(1))				
INCOME AND EXPENDITURE ACCOUNT FOR THE YEAR ENDED 31ST MARCH ,2012				
INCOME	RUPEES	RUPEES		
By Rent		NIL		
By Interest (Accrued/realised)				
On Securities	NIL			
On loans -fixed Deposit with bank	1,712,001.83			
On Bank Account	484,903.05	2,196,904.88		
By Dividend		NIL		
By Donation in Cash or Kind		5,997,978.00		
By Grants- As per schedule 'C'		45,247,995.30		
By Income from other sources (in details as far as possible)				
Other Income	302,766.38			
Sale of Van and School Bus	300,000.00	602,766.38		
By Transfer from Reserve - School on Wheel Fund		2,732,868.00		
By Deficit carried over to Balance sheet		NIL		
Total Rs.		56,778,512.56		
<table style="width: 100%; border: none;"> <tr> <td style="width: 50%; vertical-align: top;"> The Society For Door Step School 2nd Floor, Room no.54/55, Nana Chowk, Grant PLACE : MUMBAI DATE : 18.9.2011 </td> <td style="width: 50%; vertical-align: top; text-align: right;"> As per our report of even date Manit J Shroff Chartered Accountants 10, 2nd Bhatwadi, Girgaum, Mumbai 400 004 M No.33715 </td> </tr> </table>			The Society For Door Step School 2nd Floor, Room no.54/55, Nana Chowk, Grant PLACE : MUMBAI DATE : 18.9.2011	As per our report of even date Manit J Shroff Chartered Accountants 10, 2nd Bhatwadi, Girgaum, Mumbai 400 004 M No.33715
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Door Step School-Mumbai

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