

# THE DOOR STEP SCHOOL

## ANNUAL REPORT

2019 - 2020





*Meeting with Honourable President of India, Shri Ram Nath Kovind*



*His majesty King Cal XVI Gustaf and Her majesty Queen Silvia of Sweden visited our Cuffe parade project during their visit to India*

## From the founder's desk

Dear Friends,

2019-20 has been yet another year that observed a mix of success and learning. Throughout the year Door Step School stayed committed to its vision and was successful in reaching 104557 children through various educational programs.

Last year we expanded our English Language program in one more community and started its school fit module in municipal schools. We have also expanded our reach in western Mumbai further to Mira road and started computer learning center at Penkar pada. Balsamuha is one of the very active programs of Door Step School and 14 groups across Mumbai came together to participate in street play contest. This was one of the remarkable programs to start the year.

This year our partnership with the schools reached next level. We have long experience of working with government schools. But there are many low-cost private schools that needs handholding to improve the performance of their children. This year we partnered with 3 private schools. One of our best partnerships of this year is with Samarth School at Jogeshwari. The school extended their support and enrolled 23 children of School on Wheels into their formal classrooms. They have also waved-off their fees and provided uniforms and class material for students. This was very long and tedious process as children did not have any identity proof. The school and DSS helped all the children to get their AADHAR card registration done and provided affidavit for the same. To make them feel comfortable in new surroundings, our teacher conducted first 2 hours of the class for a few weeks.

With the help of our volunteer from Australia we were able to provide 90 bicycles to girls staying in tribal pada. This was very important as these girls were walking 2 to 6 kilometer every day just to reach school.

In December, His majesty King Cal XVI Gustaf and Her majesty Queen Silvia of Sweden visited our Cuffe parade project during their visit to India. Their word of kindness for our work and effort inspires us to push harder against all odds and educate all.

3rd January was the most memorable day for all of us at Door Step School. Our new year began with great honor as we received an invitation by the Rashtrapati Bhavan to meet Honorable President of India, Shri Ram Nath Kovind. He congratulated us on our grassroots work and motivated us to continue impacting the lives of children.

The Covid-19 pandemic created a huge uncertainty in the world. Most of the beneficiaries of Door Step School projects and their families have taken major heat due to the lockdown. The situation of these people has worsened not only because of the fear of getting infected but due to uncertain extension of country wide lockdown. Most of the children were not able to get any direct support for education from schools. Door Step School tried responding to the situation with full capacity. During the lockdown we adopted many new strategies and kept reaching-out to children and families we are working with. Our response was focused on immediate relief work, providing uninterrupted educational support to children and train our teachers for future changes. Most of our team members are from local communities, they were involved in ration kit distribution and others ensured continued interaction with parents and children through phone calls and WhatsApp messages.

Thank you for standing by us every step of the way and helping us reach out to every child and offer an opportunity to change their lives.

With faith & goodwill,





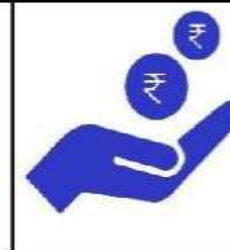


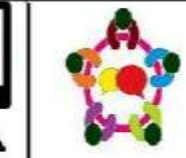


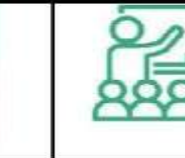
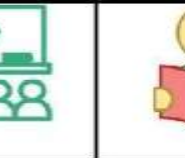
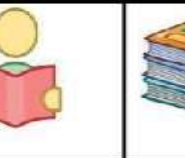


Rajani Paranjpe  
Founder, President

Bina Sheth Lashkari  
Secretary, Director



## Our Program Model

### Door Step School Program Model

					
Child Centric	Flexibility in Program	Innovative Approach	Integrated Program	Cost Effective	
<b>WITH COMMUNITIES</b>					
					
Balwadi	Study Class	Community Learning Center	Computer Center	Balsamuha	Science And Maths Lab
<b>WITH SCHOOLS</b>					
					
First Step Forward	Remedial Class	Reading Promotion	Library & Home Lending	Balsamuha	
 <b>SCHOOL ON WHEELS</b>		 <b>TRAINING CENTER</b>			

### Outreach 2019-20

Programme	Mumbai	Pune	Total
Direct- Community Based	12369	13683	26052
Municipal Schools	12237	66268	78505
<b>Total</b>	<b>24606</b>	<b>79951</b>	<b>104557</b>

## DOOR STEP SCHOOL, MUMBAI

### Outreach

PROGRAMME	NUMBER OF SITES/SCHOOLS	NUMBER OF CHILDREN
Community Based Educational Programme	50 communities	11679
School on Wheels	20 Locations	690
School Partnership Programme	33 Municipal schools and 3 low cost private schools	12237
<b>Total</b>		<b>24606</b>

### Details of Children In Educational Programme

Programme	Age Group	Activities	No of Units	No of Beneficiaries
Community Based Educational Programme	3 to 6 years	Balwadi	48	1542
		ICDS Anganwadi	10	190
	7 to 14 years	Study Class	36	877
		English Study Class	16	358
		Science Lab	8	195
		Maths Lab	8	195
		Computer Center	208	3734
		Community Learning Center	119	2266
		Door To Door Library	3	154
		Study Center	4	524
		Mobile Van Library	6 locations	559
		English Speaking Lab		202
		<b>Total</b>		<b>10796</b>
School On Wheels	7 to 14 years	Balwadi,	2	64
		Non Formal Education Class	21	574
		Study Class	2	52
		<b>Total</b>	<b>25</b>	<b>690</b>
Balsamuha	10 to 14 years	Community	37	883
		School Partnership Program	18	407
		<b>Total</b>	<b>55</b>	<b>1290</b>
School Partnership Programme (Direct intervention in 33 municipal schools and 3 low cost private schools covering <b>12237</b> students)		First Step Forward	21	594
		English First Step Forward	19	722
		Reading Promotion Prog	117	3286
		Remedial Class	31	518
		School Library And Home Lending	161	5377
		MCGM Balwadi	9	275
Training Cell	Ongoing Training For Teachers/Area Coordinator / Community Coordinators/ Trainers		Total 193 Days of Training Conducted By Training Center	

## Community Based Educational Program

Our Community Based Educational Programs are based on needs identified in last 30 years. We believe that for any development to be holistic sustained education is the key and it is towards this that we strive. Our existing community based educational programs are based in more than fifty communities starting from south Mumbai to M ward of Eastern Mumbai and spread till Mira road in western Mumbai along with some part of Sanjay Gandhi National Park (Borivali) and Arey Milk Colony.

In 2019-20, we reached **12369** children in more than 50 communities and 20 sites of School on Wheels. We have diverse programs in communities that help children in the age group of 3 years to 18 years.

**Balwadi** is a pre-school preparation program where 3 to 6-year-old children are prepared for school and entry into school is ensured as soon as the child is of eligible age. The Balwadi thus serves as a preventive measure preventing them from growing up into illiterate adulthood.

In this year **1542** children benefited through 48 Balwadi classes conducted in communities.

This year 87% children attended more than 50% of the classes which are conducted every day from Monday to Friday all around the year.

I learned in Balwadi of Door Step School when I was child. Here I understood importance of education. I completed my education and now I proudly send my daughter to the same Balwadi of Door Step School- Parent of Balwadi student

Tannu had habit of bringing currency coins at Balwadi class. She used to keep the coin in her mouth and our teacher was afraid that she may swallow the coin. The teacher tried speaking to her and her parents, but the same incidents happened many times. Her parents said she starts crying if they don't give her the coins. Convincing four-year-old was so difficult but our teachers planned sequence of activities to change her and parent's behaviour. The teacher first warned parents about health danger and informed them if she swallows coin it will be fatal for her. She asked them to be firm and not to give the coin to her even if she cries, as a next step the teacher started involving her in activities which require to remove coin from mouth. Teacher also asked her to help her in daily routine of class. With this she started getting involved and her habit of keeping coin in mouth disappeared.



We use innovative methods to teach young children. re-writing skill is important milestone in preschool years. These skills are used to encourage, develop support opportunities for preschool child to begin writing. In our Balwadi classes we promote children to hold the pencil and motivate them to copy, draw, trace and colour. Pattern writing is also an important tool we use in our classes. To make these activities fun filled our teacher always uses something different every time. Last year our Balwadi teachers introduced rainbow painting for letter tracing activity. With the use of different colours children enjoyed tracing the same letter again and again.

In the last 5 years Municipal school enrolment dropped by 9%. Top 2 reasons given by parents for the same are poor quality of education and poor teaching by teachers. Most children are first generation learners and find difficult to cope with the school pace and

**Study Class**, a supportive measure, through which extra coaching input is given to the students of Std. 1st to 4th. 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 support they need to continue within the formal set up. In this year **877** children benefited through **36 study classes** conducted in communities. The assessments conducted at pre and post level showed encouraging results as shared in the chart.

This year 84% children attended more than 50% of the classes.

95% children who were enrolled in Study Class were sustained till the end of year.



### The assessment showed encouraging results in this year

32% children were not able to read basic letters at the start of year and at the end of year 89% children were able to read basic words and Marta's.

34 % children from 3rd and 4th class already crossed the desired level set for them in language (sentence formation and grammar). Now these children need only practice to sustain this achievement.

89 % children were able to do basic number operations at the end of year. 38 % children already reached to desired level set for them.

88% children could easily recognise time and also were able to solve money related questions.



**School on Wheels**, is our flagship program. It's a bus designed as a mobile class room is an effective strategy to reach out to the most unreached groups of out-of-school children i.e. street children and pavement dwellers. It also acts as an emergency class room where space is a constraint. In this year we have reached to **690** children from 20 locations of **6** School on Wheels. This year 90% attendance was observed in the SoW classes and 85% children continued till the end of year.

**Karishma**, a 12 year old girl lives with her handicapped mother and 3 siblings. Her mother lost her one leg in railway accident and started begging to fulfill family needs. Her father hardly get any work due to his alcoholic behaviour. Karishma used to attend School on Wheels classes in the last year but she stops attending due to continues struggle for food at home. She had started stealing stationery material like Pencils, sharpeners, and erasers from other students. Even she fought with other students and snatched their food and gift boxes. While speaking to her parents, teacher realized that due to hunger Karishma started stealing and then it becomes habit of her, and she started stealing other things as well. After understanding the root cause of problem teacher explained the same to her parents and counseled her on cons of this situation. Teacher also informed them about mid-day meal facility available at the time of SoW class. Karishma again started attending classes and since there was no hunger issue, she stopped stealing. From next academic year she wants to attend formal school and is preparing for the same.



59% children were able to identify letters and word and 71% children could do basic number operations at



**English Study Class**, this program completed 5 years in 2020. We started with small pilot program and today it reaches to **358** children through **16** classes in 3 communities in Mumbai. This is robust program focusing on English language development through in class input as well as through Spoken English IT lab (202 children). We have also introduced English language in Balwadi program using daily use sight words. We have also created 28 TLM bags and 90 picture talk charts for teachers.

By the end of this year 95% children were able in formation of 12 letters and 65% children could identify 41-60 sight words.

This year 79% children attended more than 50% of the classes.

91% children who were enrolled in English Study Class were sustained till the end of year.



**Science and Maths Lab**, reaching to **195** children in Colaba community focus on hands on learning and are helping children to understand the concept of Math and Science through innovative activities, games and experiments; as also using recycled material to create learning models. The confidence of children while conducting science experiments amazed us and encouraged us to take this project to all other communities. We are formulating our modules for both the subjects. **100% children** attending this program performed well in their school exams throughout the year

This year 84% children attended more than 50% of the classes.

87% children who were enrolled in Science and Maths lab were sustained till the end of year.



**Computer Centres** are attraction point for children in all the communities. The best part of computer centers is, these are small and not so glorified, airconditioned centers. Children feel comfortable and not afraid to touch the computer. This ensures they enjoy new leanings. In most of the locations there are no computer center in the nearby and hence these centers are fulfilling the gap. Our computer center caters to all children from age group of 3 to 18. In this year we have reached to **3734** children through **208** batches across 10 computer centres.

This year 78% children attended more than 50% of the classes.

90% children who were enrolled in computer class were sustained till the end of year.

**Pandurang** was in 5th standard when he started coming to computer center. His father is housekeeper in a mall and mother works as domestic servant at nearby buildings. For first few days of class Pandurang was very scared of attending class. He used to sit quiet and never trying to speak to anybody. When asked to handle computer he started crying and avoided touching it. While speaking to him teacher realized he is scared of computer as he never touched computer. In his school students are not allowed to touch computer and this created fear about computer in his mind. DSS teacher decided to help him; she started involving him with observing other students, reading the charts about computer, showing him drawings made using paint software. After a few days he started enjoying coming to class. He was introduced to different parts of computers and also started practicing MS paint and MS word. Now he can draw shapes and color them as well as he can



*Mohrat Ali, a parent of child attending computer centre: My children don't go to other classes but they get very excited to go to computer class of Door Step School. I have also attended few meetings and events. Children were explaining everything so nicely. Children perform plays very confidently. I can see my children doing everything very nicely so I feel very*

### Read all- Learn together!!

**Community Learning Center (CLC) Door-to-Door library and Mobile Library van** are the services, through which we provide age appropriate and adequate reading material for strengthening literacy skills and encouraging the reading habit. Good reading skills enable children to cope with their schoolwork better. The CLC also serves as a resource center for the teachers as audio visual material, language development games and other material which they can use in class is available here. To create space for children who can't study at home we have also established study centers where children can sit and study according to their time availability. In this year we have reached.

- **2266** children through 119 CLC batches across 9 locations
- 3 Door to Door libraries catered to **154** children
- 4 study centres catered to **524** children
- Mobile van Library served to **559** beneficiaries at 6 locations.

#### Community Learning Center



#### Mobile Van Library



**Bal-Samuha**, are the groups of children, who come together to work for the development of the community, and work towards protection and promotion of child rights. DSS alumni comprise a major part of this Bal-Samuha. Through this venture, youth from the communities also get varied exposure and an opportunity to network with youth from other organizations. This program also enables them to be responsible citizens and empower young adolescents by inculcating knowledge and life skills. From initiation of this program, more than 500 children of Balsamuha have emerged as change leaders in their respective communities and taken up social issues like cleanliness, enrolling drop out or out of school children back in schools etc.

During the year 2019-20, **37** Balsamuha groups reached out to **883** children.



## School Partnership Program

This program works in partnership with municipal as well as low cost private schools. Started in 1999, School partnership program works with children from Primary to Middle School as well as enables school teachers to adopt quality education techniques. This program aims to strengthen our educational system by extending academic support to municipal and private schools in imparting quality education. It also enables learning achievement and developing children's creativity and ability for cognitive learning. All this helps reduce school dropouts and academic stagnation, thereby improving attendance. We offer need-based packages that include study classes, reading promotion, mental health project, school bus service, recreational activities along with various extracurricular activities.

In the year 2019-20, we have reached to **33 municipal schools** and **3 low cost private school** reaching **12237** children. We have also initiated operations in **9 Balwadis of Municipal Corporation of Greater Mumbai (MCGM)** in three wards covering **275** children.

**First Step Forward** in school acclimatizes children who get admitted to standard 1st of Municipal School. It seeks to equip students to recognize and read alphabet and consonants as well as simple words, poems and songs to prepare them for school. The emphasis is on improving language skills of children through songs, picture-talk and poems. This is the fifth year of FSF in schools and from last two years we have started English language development through sight-words in semi-English and English schools as well. In this year, **40** units of FSF catering to **1316** children in MCGM schools. 79% children attended the programme with more than 50% of the classes.

**Remedial Class**, is meant for students from standard 2<sup>nd</sup> to 4<sup>th</sup> who are unable to cope up with the school work. The Remedial Study Class aims to develop a child's language and Math skills to ensure learning comprehension. The progress of all children is monitored by conducting pre and post-test. Children in Remedial Class program were referred by school class teachers and these children were able to read simple sentences at the end of the year. In this year 2019-20, we ran **31** remedial study classes catering to **518** children. 83% children attended the programme with more than 50% of the classes.



**98% children were able to identify letters and word and 100% children could do basic number operations at the end of year.**

**Reading Promotion Program** started in 2010 as a school library program to ensure that children develop a reading habit thereby building language skills such as listening, speaking, narration, reading and written self-expression. This is one of the favorite programs in school and 95% children attended the program with more than 50% attendance. We have also observed at year end children have moved by minimum 2 levels on all competencies like, Listening, Picture Talk, Speaking, Reading, Punctuation and Self Expression. In the year 2019-20, we were able to ran **117** units of Reading Promotion catering to **3286** children in schools. 89% children attended the programme with more than 50% of the classes.



**Library and Home lending Program** is conducted for children from standard five to seven, once in a fortnight. It gives children access to story books, biographies and literature which is not otherwise available to them. The DSS teacher-facilitator carries level wise books to each home-lending session which are then borrowed by children. These sessions build and sustain the reading habit in children, develop their vocabulary. Children have an opportunity to browse through different types of literature, read and share what they have read, with each other as well as practice narration. In this year we have reached to **5377** students through **161** libraries.

**Bal-Samuha in schools**, develop positive attitudes in children from standard five to seven through leadership, self-management, life-skills training and exposure visits. Each group is distributed into 5 committees (Health, Cleanliness, Discipline, Games & Material Distribution) participating in school life. In this year we reached to **407** children through **18** Balsamuha groups in schools.



**Mental Health Program** aims at reaching out to children who are at risk of having serious developmental issues which are missed out due to the lack of professional help. Mental Health is commonly understood as a person's condition with regard to their psychological and emotional well-being. We have observed that many of the children need help in mental health. This further hampers their learning and development process.



## Training Cell

At Door Step School we conduct various trainings throughout the year. This year our trainings focused on concepts and developing teaching skills. First phase of the year was more towards setting up goals and objective for the program and the second half of the year was more focused on refreshing them with ongoing session plans and activity plans. These trainings helped us boost the knowledge of teachers in concepts and also increased their performance. Apart from teachers training, we also organized exposure visits and teaching aids exhibition. The trainings for supervisory staff enabled them to conduct parent meetings more effectively. Additional inputs were shared on identifying special needs of children and planning for individual case studies. We measure teachers' performance through regular monitoring by our field supervisors and training team when required. Apart from trainings, teachers and other staff also attended meetings with Sr. Management on a regular basis.

**210 teachers benefited from 193 days of training conducted throughout the year. Each teacher has received at least 17 to 29 days of training according to the need of the program.**



## Innovations- Response to COVID-19

Children are the most unnoticed section of society have suffered due to COVID-19 pandemic. They were not able to get any direct support in education from schools. Children were also faced many other issues due to lockdown as they were stranded at homes and not able to do any physical activities. In small houses this problem was more severe as all family members were at home and mostly children are the ones who sacrifice sharing of some resources like internet, communication devices and entertainment. At Door Step School we responded to the situation with utmost urgency. We adopted many new strategies and kept reaching out to children and families. Our response was focused on immediate relief work, providing uninterrupted educational support to children and train our teacher for future changes.

**Online Shiksha** Schools were closed from March 2020. As an immediate support to our project beneficiaries we started online classes using direct telephone calls and using What's App. For those parents who have smart-phones, we formed 104 what's app groups involving 2076 parents. For those who do not have smart-phone, we decided to help them through phone calls. Through this initiative wereached children on daily basis with educational videos, worksheets and awareness messages.

**Ration distribution** as of June 2020, 2000 families who are in desperate need of essentials were provided with ration kits and sanitizers Our approach to address this crisis was to identify immediate food needs of families and identify the local vendor to provide material to avoid transportation from centralized vendor. The guidelines and SOP for ration kit distribution is also created to help smooth distribution process. The material is ready; the distribution is done in small groups ensuring social distancing.





## Networking and Impact of volunteering

In the year, we have collaborated with various partners along with continuing our existing partners. Most of our collaborations helped directly to children in communities and in schools.

- BEST Leadership Summit - around 47 youth participated in days Youth Leadership Summit.
- Institute of Actuaries of India selected 10 children who were invited for Drama and skit presentation at Global Conference of Actuaries.
- The Cathedral and John Cannon School invited children for participating in their different art and crafts activities, events and festival celebrations.
- First Step School, Ranina Nursery invited children for Diwali celebration in their campus.
- Health Camp was organized with the help of Uplift foundation. 217 children participated in this camp.
- Book My Show gave us four pen drives filled with 100 short films which we can show our children.
- Health and Hygiene awareness session and Health & Hygiene kit distribution was done for some our schools with the help of United Way of Mumbai. 282 children were benefited from this.
- Reliance Foundation invited our children for Christmas celebration at Jio Wonderland, Jio Garden. More than 500 children participated in the celebration.
- Art and crafts activities and Impact day was organized with the help of Deloitte volunteers. More than 700 children benefited from these programmes.
- Sports day was organized at Lallubhai Compound M Ward community with the help of United Way of Mumbai.
- Abhyudaya School children visited Nehru Science Center with DBS Bank volunteers.
- Health check up camp was organized at our E ward community for around 100 female parents with the help of Reliance Foundation.
- Dental check up camp was organized at our E ward community for around 118 children with the help of Reliance Foundation.
- Students from Tokyo Martin Luther Christian University, Shillong visited our Community, School on Wheels and School programs.
- In the month of January 2020, 3 students of university of St. Thomas Minnesota Volunteered for 20 days and helped us in improving DSS's presence in Social Media. These students completed this work as part of their 3 week immersion programme in India hosted by SP Jain Institute of Management.
- To inculcate the habit of reading and writing in young children especially those from underprivileged backgrounds, The Story Express Team has organized "The Little Festival" consisting the series of workshops with experts from various fields. 50 DSS children have participated in this programme.
- One of our volunteer and well wisher Shiva distributed bicycles to our 90 girl students.
- During Lockdown due to COVID-19 pandemic we started Online English Teaching Volunteering programs for students as well as Teachers and other volunteering activities.

- Around 70 volunteers were part of our Online volunteering program. Some of them were our corporate donor Dun and Bradstreet Information Services India Pvt. Ltd company's employees, Lenovo India Pvt. Ltd and individual volunteers.
- Through Online Teaching Volunteering programs we reached out to 62 students and 17 teachers.
- Lots of corporate and individual volunteers participated in our different volunteering programs and helped us in different ways. Many people from India and around the world visited our programs during this year and helped us in any possible way.



## DOOR STEP SCHOOL,PUNE

### Outreach

PROGRAMME	NUMBER OF SITES/SCHOOLS	NUMBER OF CHILDREN
Community Based Educational Programme	904 sites	13683
School Partnership Programme	207 schools	66268
<b>Total</b>		<b>79951</b>

### Details of Children In Educational Programme

Programs		Activities	Number of sites /schools	Number of Beneficiaries
I. Direct Education	Literacy programs	Pre Primary Education (Balwadi)	127	2484
		Study Classes	134	2638
		Literacy Classes	109	1165
		Reference Library	44	472
		<b>Total</b>	<b>414</b>	<b>6759</b>
	School Support Services	Crèche	86	2158
		School Enrolment		343
		School Transportation		1169
		Children Going to School by themselves		1128
	Community Learning Centers	Community Based libraries	4	1181
		Reading Room	4	649
		Child to Child libraries	11	360
		Computer Classes (At 3 Locations)	31	570
		Science Labs	8	370
	II. School Intervention	Project Grow With Books	Lending Libraries in Primary Section	207
Reading Classes library (Std I to IV)			202	35177
Lending Libraries in Middle School			128	18327
Book Stock			302665 (copies)	
Chetana Balwadi		20	1728	
Teach Them Young		60	21204	
III. Training	Parivartan Training Centre	Trainings for other NGOs	294	
		Refreshers Training	286	
		Book Fairy Training	279	
		Management Staff Training	87	
		New Teachers Training	72	

Program	Particulars	No. of titles	Books / Copies
<b>IV. DSS Publication</b>	Publications- books	70	69725
	Teaching tools - language	20	5920
	Teaching tools - Maths	30	9500
	Teaching tools - Balwadi	15	2500

## Community Based Educational Programs

Projects	Number of Sites	Number of children
Project Foundation: Educational Activity Centres	99	6615
School on Wheels : Mobile Classes in 7 Buses	65	2613
Community Learning Centres (3)	11	1519
Every Child Counts: Campaign for enrolment of out-of-school children	452	1315
Parents' Participation in Children's Education	269 (783 sites surveyed)	1078 (836 Parents)
Networking & Nurturing (Pune, Chandrapur, Amravati)	8	543
<b>Total</b>	<b>904</b>	<b>13683</b>

### Project Foundation

Started in 2003, this program runs Education Activity Centres (EACs) for children of construction site labourers with the help of builders. EACs comprise of:

- A day care or crèche for 0 to 3 year old children.
- Balwadi (Kindergarten) for 3 to 5 year old children to prepare them for school and
- Classes for 6 to 14 year old children to enrol them in school and support them to continue schooling.

These classes are not a replacement for formal education system, but aim to provide supplementary educational services for the children who otherwise would be deprived of education. Reached 6615 children from 99 sites.

### Community Learning Centres

Children in urban slums are enrolled in schools. However, due to lack of place, books and guidance, their academic performance is low often leading them to dropout from school. Community Learning centres (CLCs) aim to address these issues by providing them a quiet place to study, read books, complete their homework and for self-study along with access to reference material and guidance and mentoring from teachers and volunteers. Reached 1519 children through 3 CLCs and 11 sub-centers.

## School on Wheels

The School on Wheels (SOW) is a signature program of DSS designed to reach children in locations such as temporary slums, road constructions and areas where street children are found in large numbers and there is a lack of space for conducting classes. These buses are remodelled and equipped with classroom supplies. 7 School on Wheels covered 2613 children from 65 locations.

## Every Child Counts

Launched in November 2011, Every Child Counts (ECC) aims to ensure that every child is in school at the right age (6-7 years) thereby increasing their chance of getting an education. Under this program, we conduct regular surveys to identify out of school children, enrol them in school and conduct follow up to ensure that children continue attending schools. Surveyed 661 sites. Covered 1315 children, out of these enrolled 286 children in schools from 452 sites.

Annu is a 10 year old girl from Uttar Pradesh whom we met during our survey in May 2019. She knew Hindi as she attended school in her native place. But when we spoke to her parents about enrolling her to a government school in Pune she was reluctant. She was afraid, she would not be able to learn Marathi as it was a foreign language to her. We then spoke to her, shared our learning material and regularly checked on her progress. Within a short time she began to read effortlessly and enjoyed attending school once again. Even her teachers were impressed by her efforts and improvement. Now she is not only focussing on her studies but also helping other children around her.



## Parents' Participation in Children's Education

This program was launched in 2013, to prepare parents and community members from extremely marginalised backgrounds, towards continued education of their children. DSS worked with 1081 parents from 269 sites. 1078 children were enrolled in schools by parents independently as well as with DSS support.

Mr. Pawane hails from the town of Yawatmal in Maharashtra. Since last 3 to 4 years, he has been migrating every 6 months to work at the same brick kiln in Punawale, a growing suburb of Pune. We met him a year and a half ago, when our project, 'Every Child Counts' (ECC) was covering this area. We enrolled Mr. Pawane's two daughters in school then. Through parents meetings, Mr. Pawane understood the importance of schooling and continued education, the provisions under RTE and school enrolment process. Since he too had studied till 8th grade, he agreed that it was important to educate his children. Last year, in June 2019 when the family went back to Yawatmal, he saw to it that the girls continued to attend the village school. When they came back to Punawale and we met them through parent's participation program this year, we saw that Mr. Pawane had enrolled his girls in a nearby school and also brought all educational material while coming from his native place. The girls are regular to school even if parents are busy throughout the day. Seeing Mr. Pawane's level of interest in education, we requested him to work as our Shikshan Mitra for the brick kiln area he was working in. He instantly agreed and since then has been an active participant. Last month, he visited a school for the follow up of 5 children. He even met the teachers to check the continuity of the children. This brick kiln worker who starts working at 3 am and continues to work till late evening sets an example to other workers to overcome all hurdles for the future of children!

### Networking and Nurturing

A fairly new initiative, started in 2018, the project plans to have a scalable model and network with other NGOs and nurture them by sharing DSS teaching methodology and best practices towards functional literacy of children. A total of 543 children were covered from 8 NGOs.

"DSS teaching methodology is very nice. Like during construction of a building, it is very important to have a strong foundation, similarly learning all Mulakshar, Barakhadi and Jodakshar lays a strong foundation for being able to read fluently. And DSS focusses on creating this foundation. Along with receiving training to teach children, I also learned how to plan, monitor and analyse their learning levels. This has helped me to teach the children effectively and efficiently." - Ms. Priti, Teacher, Eklavya.

"SAMPARC and DSS began working together in August 2019 towards improved reading skills of children at SAMPARC through DSS teaching methodology. We started our classes the following month and everything felt like a chaos as we were not habituated in teaching children in groups according to their learning levels. This is where DSS training and monitoring played an important role and by the end of first month we were not only convinced about the teaching tools but also the 120 day teaching method of DSS. Truly as the name suggests DSS helped us climb one step at a time at our children's doorstep to help them progress from being unable to read to reading fluently. I would also like to commend the way DSS uses songs, poems, stories and games to make teaching and learning interactive and participative for both teachers and students. Truly Door Step School is an influential tool in the academic progress of children." – Mr. Burkule G.D., Subordinate Teacher.

## Support Activities towards continued education of children

**School Transport:** Distance to schools, presence of multilane highways on the way to school and transport being considered as an expense often pose a barrier for children to commute to school. Hence, it becomes imperative to make transport arrangements for children so that they continue schooling. DSS has been providing school transport so that children attend school regularly and do not drop out.

**Increased parental involvement:** Increasing parents' participation in their children's education is imperative if children are to continue their education. This is done by encouraging them to take responsibility of school enrolment, transport etc.

**Preparatory camps:** These camps are conducted to introduce children to the idea of formal schooling and work on their pre-reading and pre-writing skills before enrolling them in school.

**Tracking of migrated children:** Tracking of migrated children helps to understand the sustainability of programs by number of children continuing their education after migration. Out of the 2805 children who migrated (across all DSS programs), 82% children were tracked and 84% children of them are attending schools in the new location.

Below are the number of beneficiaries who benefitted from above support activities:

Support Activities	PMC	PCMC	ZP	Total
Preparatory Camps	70	393	6	469
School Enrolment done by DSS	177	145	21	343
School Enrolment done by Parents	378	565	159	1102
School Transport provided by DSS	295	354	25	674
School Transport provided by Parents	243	194	32	469
Children walking to school*	490	497	141	1128

\*Children walking to school – After continued intervention with them, these are the children who along with their parents are aware about the importance of education and regular attendance in school. And hence they walk to school independently.



## School Intervention Programs

### Project Grow with Books

For children to continue schooling, it is imperative to develop their skills and interest in learning. This is done through our Project Grow with Books (GWB) in Municipal and Zilla Parishad Schools through below activities:

- First Steps Forward (FSF): daily 45 minutes sessions for 1st Standard
- Reading class: 90 minutes weekly sessions for 2nd to 4th Standards
- Home lending library for standards 1st to 8th Standards
- Support Classes for 2nd to 4th Standards

This program was run in 195 schools in Pune, Pimpri Chinchwad and Mulshi area covering 57334 children. The project also works towards strengthening School Management Committees in 30 schools.

Testimonial of Mr. Sachin Patil father of Utkarsha Patil 1 st standard student of Saraswati Vidyalay

‘My daughter Utkarsha Patil attended a balwadi in Tingrenagar before coming to ‘Saraswati

Vidyalay’. She lagged in reading and writing. We were always called by her teachers to complain about her. They said that she cannot read, even if she wrote she could not read it or understand it, she could not control the saliva dripping from her mouth. All these things resulted in her leaving school within 6-8 months. In 2019-20 she was admitted to Saraswati Vidyalay. There too initially she did not sit in the class, used to cry, run out of the class hence her classmates also stayed away from her. The school teacher tried to make Utkarsha sit in class and also made other children accept her. Then one day we met DSS book fairy. She asked to speak to both of us. She wanted to know all about Utkarsha, the reason behind her behavior, how could we all work together and help her. After detailed discussion she asked us to make a weekly progress chart for Utkarsha and then plan accordingly.

Inside the class the class teacher and the book fairy started paying individual attention to Utkarsha. This resulted in her picking up the technique faster. We would specially like to mention the DSS book fairy because the Teaching tools she used, reading material used was really different and interesting. She included Utkarsha in all the activities along with other children which motivated her to do better. Today Utkarsha is able to read words with Composite letters, writing them too. She is able to do simple arithmetic like addition subtraction. Utkarsha’s confidence has built so much so that she can tell a story standing in front of the class. She has even started participating in other school activities. We credit Utkarsha’s progress to the DSS boo fairy (Sakshi) and feel indebted to DSS and Sakshi madam. We hope to get her guidance in future too.

Regards

Yours Trustworthy

Sachin Eknath Patil.



## Project Chetana

Also started in 2018, Project Chetana works in collaboration with 3 other NGOs in Pune to develop and implement a model to build capacity of teachers from Pune Municipal Corporation Balwadis.

DSS covered 1828 children from 20 PMC Balwadis.

There is one girl named Dhanashree in junior KG and she has an elder sister in senior KG named Bhagyashri. Dhanashree is physically challenged i.e. she's blind from birth. One day the teacher taught children various textures using "sparsha patti" – a scale having various textures for students to feel. A thought came in Bhagyashree's mind that Dhanashree must also know what is being taught in school. So she decided to teach her by using the pictures painted on the wall. She used her sensory organs to acknowledge the pictures from the wall and described her the whole picture. This shows the high EQ Bhagyashree has. Also shows that children of this age are sensitive and receptive. They want to experiment with whatever has been taught or learnt.

## Teach Them Young

Started in 2016, Teach Them Young aims to teach the children proper use of toilets and proper way of eating food and avoiding wastage. It is crucial to inculcate these habits at a young age because only then will they carry these with them all through their life. 11,571 children were covered from 35 schools.

Below are the details of the school intervention programs:

Services	Number of Schools	TOTAL
Chetana Project – Balwadi	20	1828
Teach Them Young - Balwadi to 4th std.	60	21204*
First Steps Forward - 1st std.	207	8581*
Reading Class - 2nd to 4th std.		31989*
Home Lending - 1st to 8th std.		58864*

\*Same children avail multiple services.

## 'Parivartan' Training Centre

The Training Center-"Parivartan" has been the backbone of DSS since 1999. From training new teachers and field associates at DSS to teachers and associates of other NGOs and Corporation schools, Parivartan also conducts regular refresher trainings and sessions on capacity building of management staff. 168 sessions were conducted for 720 people from DSS and other NGOs.



## Executive Body Members

Name of the Board Member	Position On The Board	Occupation/Designation	Meetings Attended
Mrs. Rajani Paranjpe	President	Professional Social Worker, Ex-Lecturer Of College Of Social Work Nirmala Niketan, Retired Professor from Shikoku Christian University, Japan.	1
Mrs. Bina Sheth Lashkari	Secretary	Professional Social Worker (MSW)	3
Mr. Nitin Dadia	Treasurer	Businessman, Proprietor, Orbit International	2
Dr. Neela Dabir	Member	Deputy Director of Tata Institute of Social Science	3
Mrs. Arnavaz Kharas	Member	Professional Social Worker (MSW)	3
Mrs. Bhavana Kulkarni	Member	Office Bearer	3

(Members meetings attended in this financial year)

## Accountability and Transparency

Distribution of personnel as per salary and honorarium (as on 30 <sup>th</sup> June 2020)				Staff details as on (as on 30 <sup>th</sup> June 2020)			
Salary plus benefits paid to staff	Male	Female	Total	Gender	Male	Female	Total
<2000	0	26	<b>26</b>	Paid full time	54	656	710
>2000 – 3500	0	62	<b>62</b>	Paid part time	0	85	85
>3500 – 5000	0	130	<b>130</b>	<b>Total</b>	<b>54</b>	<b>741</b>	<b>795</b>
>5000-7500	0	184	<b>184</b>	Honorarium	2	6	8
>7500 – 10000	7	138	<b>145</b>	Volunteers*	0	5	5
>10000	47	201	<b>248</b>	<b>Total</b>	<b>2</b>	<b>11</b>	<b>13</b>
<b>Total</b>	54	741	<b>795</b>	* List of Volunteers below			

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

## Our Major Project Partners For Mumbai

<p><b>Funding Organizations:</b> Abu Dhabi Commercial Bank BCPT - HT Parekh Foundation BEST Alternative Advisory Service LLP BP India Service Pvt. Ltd. Canara Bank Child Action- Sharma Foundation Dun and Bradstreet Information Services India Pvt. Ltd. Hemraj Goyal Foundation Kalpataru Plaza Pvt. Ltd. Kalpataru Trust Mumbai Municipal Corporation (MCGM)</p>	<p>Northern Arc NSE Foundation Plan International (India Chapter) Plan International (India Chapter) Plan - Canada Play Games24x7 Private Ltd Rabo India Securities Pvt. Ltd. Shapoorji Pallonji and Company Pvt. Ltd Social Initiative – CARNIGIE Social Initiative – EQT Sterling Investment Corporation Pvt. Ltd. United Way of Mumbai- Deloitte</p>				
<p><b>Customary Donor</b></p> <table border="0"> <tr> <td>Sadguru Kamubaba Foundation</td> <td>Goldman Sache</td> </tr> <tr> <td>Dilipbhai Gowardhandas Mashru</td> <td>Keshavlal Shah</td> </tr> </table>		Sadguru Kamubaba Foundation	Goldman Sache	Dilipbhai Gowardhandas Mashru	Keshavlal Shah
Sadguru Kamubaba Foundation	Goldman Sache				
Dilipbhai Gowardhandas Mashru	Keshavlal Shah				

## For Pune

<p><b>Funding Organizations:</b> Asha For Education – Asha Seattle Asha For Education - Asha Silicon Valley Bal Raksha Bharat (Save the Children) Chance Foundation Help Them Grow ( Vibha)</p>	<p><b>Individuals:</b> Abha S Dhopeshwarkar Chandan Raghunath Nene Hemant Bhatt Malti Sharad Kelkar Nitin Keshav Paranjpe Padma Sathe Rahul Dilip Shah Sharmila Nitin Paranjpe Vinayak Pai</p>
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<p><b>Builders:</b> 84 Construction Sites and 84 Developers (throughout the year)</p>	

## Substantial Contribution In Kind by:

<p><b>Individuals:</b></p> <p>Mr. Akshay Choudhary Ms. Amruta Singh Ms. Jyoti Kulkarni Mr. Manesh Tijare Mr. Nikhil Singh Mr. Nitin Kumar Ms. Niyati Mutha Mr. Sudeep Sastry Mr. Sudhir Kantilal Parekh Mr. Umesh Shevale (Alfa Laval)</p>	<p><b>Organizations:</b></p> <p>Kumar Nirman Loylogic Technologies, Pune Mercedes-Benz India Quest (Science &amp; Math Education Program) Sangam World Center (World association of Girl Guides and Girl Scouts) Tata BlueScope Steel Pvt. Ltd. VIBHA Pune</p>
<p><b>Others:</b></p> <p>BMM of North America Inner Wheel Number Five Shri Babulnath Mandir Charities</p> <p>CASP Shikshan Project N G Paranjape Pratishthan</p>	

**We are grateful to our well-wishers and numerous individual donors for their contribution.**

### For Pune

<p>Abha S Dhopeswarkar Asrani Deepa Vijay Atul Vaidya Avinash Vaidya Bhagyashri Bapat Bharti Punjabi Chandan Raghunath Nene Chitra Malik Cubist Edunet Private Limited Dattatraya Krishna Uppni Gadgil Sudha Manohar General Donation Harsha V Asrani Hemant Bhatt Inner Wheel Club of Nigdi Pride-Charity Intellection Software And Technologies Pvt.Ltd. Janhavi Dilip Joglekar Joglekar Kulvruttant Samiti Jyotsna Kashiram Patade Jyotsna Shantinath Borde Kumar Vartak Kurlekar Prakash Jayaram</p>	<p>Malti Kelkar Manali Sarang Oak Meenal Mohgaonkar Monali Swapnil Bhute Mrunalini Shyam Bhore Nirajan Damale Parth Nanadikar Poornima Savant Priyanka Sudhakar Bhongade Rahul Dilip Shah Rahul Gokhale Ramesh Vaman Dongare Rekha Radhakrishnan/R Pallath Sadashiv Vadnere Sandeep Subhash Soman SGS Edunet Private Limited Shankar Jairam Joglekar Trust Sharmila Paranjpe Shree Om Polymers Tapan Chakrabarti Vidya Shivdas Dalvi Vivek Shende</p>
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## For Mumbai

Airavat Imports	Kashmeera Deshmukh - SOTC
Ashok Methai	Keshavlal P. Shah
AD Machieise	Kinnari Shah- D Y Patil International School
Anglo Scottish Education	Makarand Khare
B.S. Sheth	Mayur Ankolekar
Bharati Dalal	Mr.Murali Menon
BEST Alternative Advisory Service LLP	No Footprints
Bharat K. Bhodani	One for Happiness
Bremner Anneke	Pawan Kumar
Corporative Rabobank U A	Pravin Kadam
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Dr Zuleika Homavazir	Saurashtra Shuddha Ghee
Friends Asia (Shinhan Bank)	Shree GauSeva Charitable Trust
Gaurav S Sheth	Sadguru Kamubaba Foundation
Goldman Sachs India Securities	Soumitra Kulkarni
Haren Mehta (Epic Party 2019)	Tanaya Deoli
Haren Parekj	The Salvation Army
Heena M Mehta	The Cathedral & John Cannon School
Herbert Leventer	Thomas Cook(I) Ltd
Hiteshi Gorsia	United Way of Mumbai
Ilaben Modi	Universal High School - Dahisar
Ilshad Dewani	Universal High School - Ghatkopar
INS Betwa - The Commanding Officer	Universal High School - Malad
Jatin Gujarathi	Universal High School - Nasik
Jostna Lalwani	Universal High School - Tardeo
	Universal Hight School - Goregaon
	Universal High School - Thane
	Vasudev V Nori
	Vibha India

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

## Many Thanks to our Volunteers

### Mumbai

<p><b>Individual Volunteers</b></p> <p>Ananya Purushottam &amp; Shania Pahiya - Cathedral School</p> <p>Anita Iyer</p> <p>Ankini Shah</p> <p>Aparajita Samyals -SSLA Symbiosis liberal Arts</p> <p>API Vaishali Gangurde -Cuff pared Police station</p> <p>Arohi Jha</p> <p>Aryaman Mishra -JGU</p> <p>Avnee Tawde -SSLA Symbiosis liberal Arts</p> <p>Bhoomika L. Gawde</p> <p>Catherine Brandonuk</p> <p>Chandni Gala -ABWA</p> <p>Divvy Shailesh Bafna</p> <p>Dadhich -TISS</p> <p>Garge M. Choudhury -Times of India VT</p> <p>Harshmi Pandya -St. Xavier's college</p> <p>Ishita Pohriya -TISS</p> <p>Jamuna Rangachari</p> <p>Janvi Parikh -NMIMS</p> <p>Jneel Togani</p> <p>Jovita Fernandes -Kalpataru Ltd</p> <p>Jyotsana -TISS</p> <p>Kara Marber -Columbia College</p> <p>Kate Powell</p> <p>Komal Sharma</p> <p>Komal Sharma</p> <p>Lalitha</p> <p>Meghana Khade -SNDT College</p> <p>Mohammed Shadab -Zain Fight Club</p> <p>Momina Patel</p> <p>Namita Maru</p> <p>Naomi Jargose -St. Xavier's college</p> <p>Neer Gada</p> <p>Neethu Sheth</p> <p>Niyati Desai</p> <p>Oksana Gabriel-EQT</p> <p>Palak Bajaj -Jai Hind College</p> <p>Peter Farrow -Social Worker London</p> <p>Poonam Bhosle</p> <p>Pradeep Singh</p> <p>Priti Thakur</p> <p>Priyanka Parikh</p>	<p>PSI Angre -Cuff Pared Police station</p> <p>Punit Chavhan -RCBHS</p> <p>Purva Majumdar &amp; team</p> <p>Raghav &amp; Team -Goldman Satche</p> <p>Rahul Prasad</p> <p>Rebecca Thomas -St. Xavier's college</p> <p>Reema Budhrage &amp; Team -RC BHS</p> <p>Reshma R. Pawar</p> <p>Ritika</p> <p>Rochelle Soares</p> <p>Rujuta Mehta</p> <p>Sakura Hara -TISS</p> <p>Sameera Gorsia</p> <p>Samridhi Poddar -Jai Hind College</p> <p>Sandra Plate – EQT</p> <p>Sanjana Jogani</p> <p>Sapna Patel</p> <p>Sarah Singh Solanki</p> <p>Savni Sawant</p> <p>Shiva Gounden</p> <p>Shubham Kadam -Deloitte</p> <p>Students of Ruia Collage</p> <p>Students Of University Of St. Thomas Minnesota</p> <p>Suraj Gole -Deloitte</p> <p>Sushmita R.</p> <p>Suvarna Mehendale</p> <p>Tamara -Sophia College</p> <p>Tokyo University of Foreign Strudels (TUFFS) Japan student</p> <p>Ujashi Shah</p> <p>United Way of Mumbai</p> <p>Varsha Bang</p> <p>Veer Mehta</p> <p>Vishakha Samant</p> <p>Viv Macadam</p> <p>Wasim , Kiran Kumar - Zain Fight Club</p> <p>Yogesh Pardeshi</p> <p><b>Group of CAF India Volunteer</b></p> <p>Anuva Chawla</p> <p>Arshea Bahuguna</p> <p>Manshaa Yadav</p> <p>Mayank Chawla</p> <p>Aryaa Bhaskar</p>
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**Pune :**

<p><b>Individual Volunteers</b> Aarti Kar Aditi Anand Aditi C Deokatte Aditya Gadkari Ajay Hooda Ajinkya Ambike Akanksha Gandhi Akash Katare Amandeep Dharwal Amol Joshi Amrita Khare Anand Sir Anirudh Rajgopalan Anshita Gaur Anshu Madam Arpita Dutta Aruna Badhe Arya Wagh Ashutosh Navare Ashwini Pandit Ashwini Petkar Barkha Avinash Bharat Patil Bhavani Manivasagam</p>	<p>Deepthi VijayKumar Dhanashree Hurde Dipak Hiwarkhede Dr Asha Bhagwat Garima Singh Ujlain Gauri Hari Gauri Pore Jayashri Bhandakkar Jayeeta Sarkar Jessica Loveday Kalyani Bhongle Kanak Kanika Aggarwal Kaushal Malkan Kaushik Mehta Kavita Shelke Kavya Kapoor Kshitija Gaikwad Labonyo Banerjee Leesha Nikam Madhvrao Behere Mahendra Benke Mahima Shetty Maithilee Bahirat Manaka Kanao</p>
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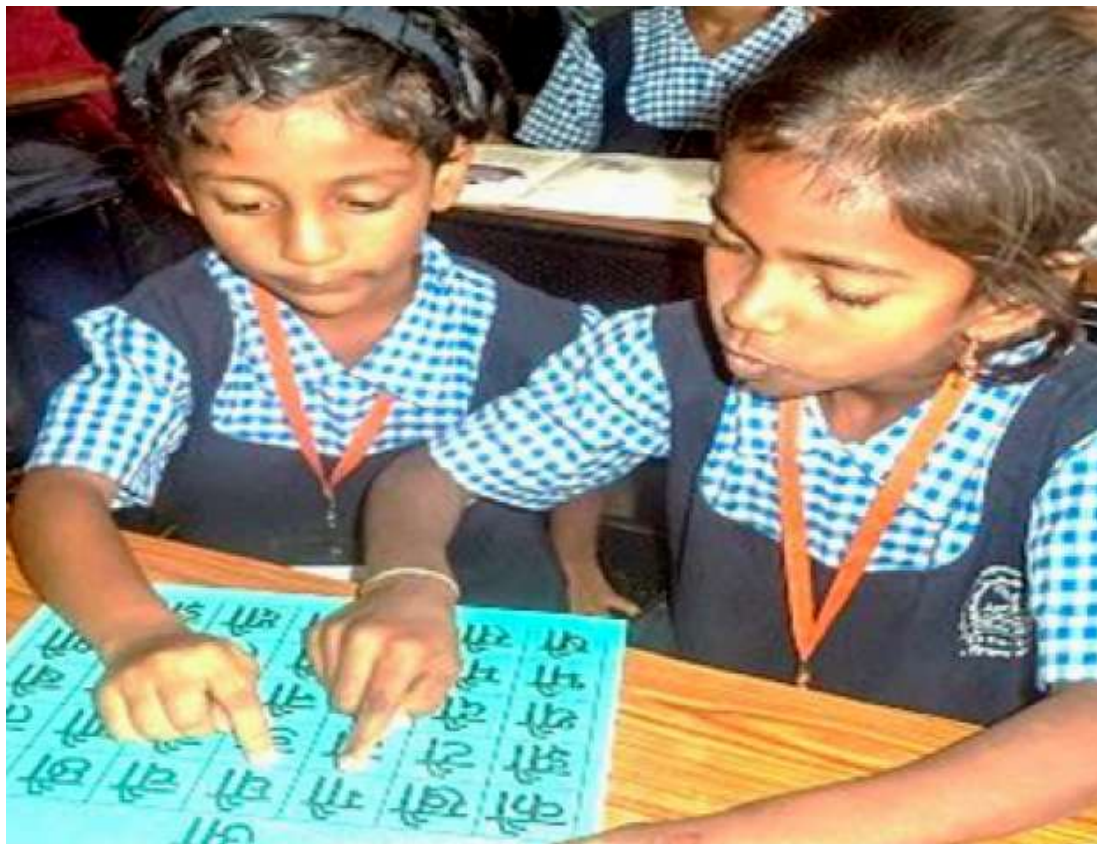


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Manisha Vaidya	Sanika Pherwani
Mary Christina	Sanjana S Shah
Mathilee Bahirat	Sanjyotee Patil
Mayanka Gupta	Santosh Sarda
Mayur Dhole	Satya Prakash
Mohit Sarda	Seema Dande
Monica Ballari	Shailaja Karve
Monika Madam	Sharmishtha Deshpande
Mrinmayee Ghospurkar	Shivani
Mrunal Shinde	Shivani Gaur
Nadiyah Ramadhani	Shivram Gavanker
Namya Mitra	Shobhana Dahanukar
Nandini Khare	Shobhana Marthi
Niharika Shah	Shrabani Aditya
Omkar Athavale	Shradha Giri
Padmaja Gaikwad	Shreya Bhongale
Pallavi Kamat	Shruti Tilak
Pankaj Gupta	Shubham Dixit
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Prabhash Goyal	Shweta Khuswaha
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Pratiksha Vishwasrao	Sidharth Patil
Prerna Kadam	Smitha Gondhalekar
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Rahul G Madane	Sushama Shetye
Rajeev Mehta	Swapnil Shende
Rajnandini Nimbalkar	Tanvi Raut
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Ruchi Udhagiri	Vajayanti Bapat
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**Teaching tools**



**Children using teaching tools**



Door Step School – Mumbai

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