

We need more hands....

Dear Friends,

Yet another year is over and its 'report card' is ready. As I write this foreword, something I've been doing year after year, for nearly thirty years, it is once again time for the two things that have been a part of Door Step School's inherent philosophy. First, reviewing of what we did, what we could not do and what we plan to do in the coming year; and second and more important, it is also time for introspection.

In the year 2017-18 we did not start any new project but we redirected our efforts through a new approach. We are still working with children as we have been doing all these years; but we added a new dimension by working with their parents as well. The objective is to make parents more aware of their role as parents of a school-going child. The goal is to equip the parents to take responsibility of their children's education.

The results are encouraging. We see the beginning of change in the parents' attitude and behaviour. More and more parents are taking responsibility of ensuring their children go to school regularly.... even if it means hiring school transport. Their attendance at parents' meetings organized by us and by schools is better than before. The number of parents visiting schools for enrolment and for getting school leaving certificates, and generally interacting with school authorities is on the rise.

Partnerships with other NGOs such as the one with Tara Mobile Crèches, Pune, which was started last year are increasing and the experience is very enriching.

We continue to struggle with the problem of reaching out to children who migrate frequently, are mainly on the outskirts of the city and are thinly spread all over the place. We feel helpless when we find a child or two at different locations and they remain unattended by us. End of the year report brought to our notice that more than 600 such children were found but we could not attend to their educational needs. Such findings upset us and we question ourselves about how such situations can be overcome.

The plans for coming year are primarily of finding ways to reach out to children like the 600+ children cited above who fall through various administrative cracks. We have to ensure they get a chance to go to school. The major constraint is of getting people to help us. The problem that troubles us the most is how and where to get them! We need their time and skills to spread the message of 'Every Child Counts'. We need more hands from all walks of life; young and old; serving and retired; students and teachers; homemakers and office workers; the list is endless. What the children need is a little encouragement and a gentle push in the right direction from one helping hand.

I take this opportunity to reach out to all such helping hands to come forward and join us in making every child count in reality and not let it remain just a slogan on paper. We need to act now. A little bit of your time and effort will enrich a life forever.

Each one of us has experienced a helping hand that has made us what we are today so let us pass it on to those who need it the most.

Mrs. Rajani Paranjpe

Founder, President

Mrs. Bhavana Kulkarni

Director, Pune

EXECUTIVE SUMMARY

The Society for Door Step Schools was founded by Mrs. Rajani Paranjpe along with her student Mrs. Bina Lashkari and other colleagues from Nirmala Niketan College of Social Work, Mumbai in 1989 to address the three major issues related to Education of the children from marginalised sections of the society through its various programs:

- 1) Non-Enrollment
- 2) Wastage
- 3) Stagnation

Door Step School, Pune runs various Community Based programs for the Primary Education of the underprivileged children for their school enrolment and support classes for them to be able to cope up with their studies in school. Through these programs, DSS also works with the parents in order to raise awareness about the importance of education and their role in it. Door Step School also runs programs in Government Schools, which are categorised as School Intervention Programs.

Overall coverage of Community Based and School Intervention Programs in 2017-18:

Programs	Number of Sites/ Schools	Number of children
Community Based Programs	3573	14921
School Intervention Programs	240	57651
Total number of children covered		72572

Community Based Programs

Project Foundation

In 2003, there were nearly 1500 construction sites in Pune City out of which Door Step School conducted a survey of 380 sites. Out of the 13245 children of school going age found in the survey, 4487 were not attending school. It was hence concluded that there could be approximately 18,000 out of school children at that time.

Education Activity Centres (EACs) have hence been set up for the children of construction site labourers. Children between 6-14 years of age are enrolled to formal schools and then provided with support in order to continue schooling. Day Care centres at the EACs make it possible for children to go to schools since their younger siblings are taken care of. 8464 children were covered from 112 sites.

Community Learning Centres

Community Learning Centres are set up for the children in Urban slums to provide them with a peaceful place to study along with reference material and guidance for self-study in order to help them with their academic performance. 1513 children were covered from 3 Community Learning Centres and 9 Satellite classes

School on Wheels

The School on Wheels is an innovative program designed to reach out to children in difficult locations such as pavement dwellings, road construction sites, areas where street children are found in large numbers and where there is a lack of space. 4 School on Wheels buses fully equipped as classrooms covered 1440 children from 31 locations.

The details of children covered by Educational Activity Centres at construction sites, classes on School on Wheels and the Community Learning Centres in the Urban slums are given below:

Age Group	Class type	Project Foundation	Community Learning Centre	School on Wheels	Total
6-14 years	Literacy Class	1303	N.A	429	1732
	Study Class	1298	490	434	2222
	Reference Class*	449	722	N.A	1171
	Reading Library	NA	301	213	514
3-6 years	Balwadi (Pre-Primary)	2415	N.A	364	2779
0-3 years	Crèche	2999	N.A	N.A	2999
Total		8464	1513	1440	11417

*A few children from the Community Learning Centres are above 14 years of age

Every Child Counts – Citizens’ Campaign

Under Right to Education Act all children of 6-14 age group should go to school. However, due to lack of awareness there is still a large number of out of school children. The objective of this project is to identify children from marginalised communities, enrol them to school and do follow-ups to ensure that the children continue going to schools. 1659 children were enrolled to schools from the 2520 sites surveyed

Parents’ Participation in Children’s Education

The objective of this project is to educate and enable parents by making them aware of their role in their children’s education and eventually take responsibility of their education. DSS worked with 775 parents from 897 sites. 681 children were enrolled to schools by parents independently as well as with DSS support.

In order to ensure regularity of the children enrolled in schools, Door Step School also provides them School transport. In 2017-18, efforts were taken by all Community Based Programs to increase parents’ participation in their children’s education by encouraging them to enrol their children to schools and provide them school transport. Output of all the above programs is as follows:

Support Activities	PMC	PCMC	ZP	Total
Preparatory Camps	365	631	368	1364
School Enrolment done by DSS	386	468	166	1020
School Enrolment done by Parents	684	421	814	1919
School Transport provided by DSS	425	632	319	1376
School Transport provided by Parents	390	296	119	805
Children walking to school	1227	655	978	2860

**Some of the above children have availed of one or more support activities*

Tracking of Migrated Children:

Out of the total children covered under the community-based programs, 3449 migrated. Out of the migrated children, DSS successfully tracked 2296 (67%) children out of which 1946 (85%) children are attending schools in the new places where they have moved.



School Intervention Programs

Project Grow with Books

This program is run in Municipal and Zilla Parishad Schools to help children read and eventually develop interest in reading which is crucial to continue schooling. The program consists of the below components:

- 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 7th Standards
- Support Classes for 2nd to 4th Standards

This program was conducted in 240 schools in Pune, Pimpri Chinchwad and Mulshi area covering 57,651 children. The project also works towards strengthening the School Management Committees in 35 schools. Below are the details of the program in 2017-18:

Services	PMC	PCMC	ZP	Private	TOTAL
Number of Schools	105	62	55	18	240
Number of Children	24446	19208	10866	3131	57651
First Steps Forward	4380	2728	2467	1311	10886
Reading Class	11410	8244	5975	1820	27449
Home Lending 5th to 8th Stds	8656	8236	2424	0	19316
	70 schools	52 schools	18 schools	0 schools	140 schools

*Home Lending for 1st to 4th Standards is included in FSF and Reading Class. Additionally, 555 children participated in different activities conducted in schools

Teach Them Young

This program is also run in Municipal schools with the firm belief to teach the children proper use of toilets and proper way of eating food and avoiding wastage because they will carry these habits with them as adults all through their life. 11,407 children were covered from 35 schools.



‘Parivartan’ Training Centre

To address the training needs of all our programs, Door Step School has a dedicated Training Center, “Parivartan”. It focuses on training new teachers. Regular refresher trainings are conducted for field as well as management staff. Trainings for other NGOs are also conducted according to their requirement. 168 sessions were conducted for 720 people from DSS and other NGOs.

Our Programs – The Last Five Years (2013-2017)

		2013-14	2014-15	2015-16	2016-17	2017-18
Community Based Programs Part I (Project Foundation, Community Learning Centres and School on Wheels)	Urban Slum Communities & Pavement Dwellers	22	22	28	43	51
	Building & Road Construction Sites	117	109	114	105	105
	Total No. of Locations	139	131	142	148	156
	No. of Locations Closed	41 (39%)	27 (20%)	49 (35%)	43 (29%)	49 (31%)
	Number of Pre Primary Education	133	126	138	131	134
	Number of Study Classes	109	114	138	153	116
	Literacy Classes	122	107	126	119	125
	No. of child Care Centers	120	113	116	103	129
	Total No. of Classes	484	460	518	506	504
	Number of Classes Closed	69 (14%)	51 (11%)	160 (31%)	166 (33%)	144(29%)
	Number of Children enrolled	8,739	7,531	8,468	11,914	10,394
	Snapshot of Beneficiaries in March	2,254 (26%)	2,386 (32%)	2,734 (32%)	3,636 (31%)	2516 (30%)
	Computer Classes: Enrolled	216	269	288	323	388
Community Based Libraries: Enrolled	664	670	827	967	1023	

		2013-14	2014-15	2015-16	2016-17	2017-18
School Intervention (Project Grow With Books)	School With Reading Classes	123	212	240	238	240
	Reading Classes - Children Covered	24,402	30,122	35,154	37,753	38,316
	Lending Libraries in Primary Section	123	212	240	240	240
	Lending Libraries in Primary Section - Children Covered	18,488	24,957	27,257	32,623	33,932
	Lending Libraries in Middle School	63	67	100	152	140
	Lending Libraries in Middle School - Children Covered	8,313	8,896	11,293	19,888	19,316

Community Based Programs Part II

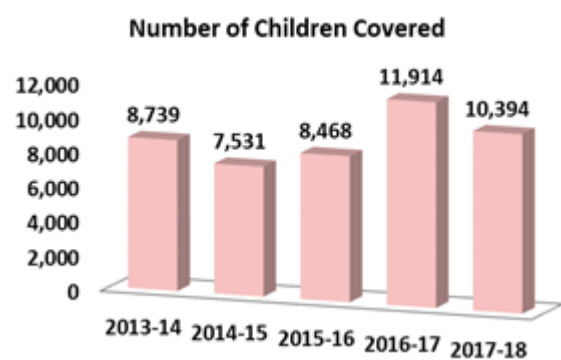
Every Child Counts and Parents' Participation in Children's Education

		2013-14	2014-15	2015-16	2016-17	2017-18
Every Child Counts (ECC)	Sites Surveyed	455	2,044	3,241	3,384	2,520
	Children Enrolled	545	2,466	3,242	2,936	1,659

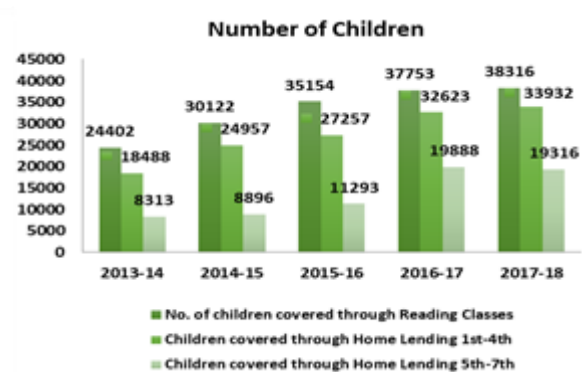
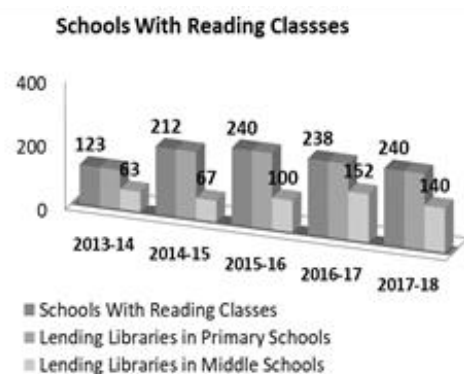
		2013-14	2014-15	2015-16	2016-17	2017-18
Parents' Participation in Children's Education (PPCE)	Sites Surveyed	199	161	365	537	897
	Parents Interviewed	1,275	698	885	430**	775
	Children Located	1,749	550	858	923	1223
	Children benefited	1,123	506	1,214	780	681

** Since PPCE was phased out from Kondhwa-Mohammadwadi areas, fewer parents were covered. In 2017-18, the program was started in Narhe.

Coverage of Community Based Programs:



Coverage of School Intervention Programs:



PROJECT FOUNDATION

The objective of Project Foundation Educational Activity Centres at construction sites, temporary slum and migrant communities is to mainstream migrant worker's children to schools and help them continue their education and work on their overall development through a set of innovative outreach programs and activities.

1 Primary Activities

Each Educational Activity Centre at DSS is divided into 5 class types:

Literacy classes (LC) Aligning with the goals of the Right to Education Act, all the children need to be enrolled in nearby schools as soon as the child (age group 6-14 years) is enrolled with its Educational Activity Centers. But till the time this is accomplished those students come under our Literacy Classes. Our aim is to enrol the children within 6 weeks of their coming to our centre. However, some children are not able to go to schools for many different reasons such as parents are not supporting of the idea of going to school, the child is too old to start schooling etc. In that case, these children attend EAC at the construction site where the teachers conduct Literacy classes as per the training imparted to them. These classes are not meant to be a replacement for formal education system, but they are meant to provide supplementary educational services so that these children who otherwise would grow up with no opportunity to education.

Once the children from LCs are enrolled to schools, we count them into our Study Class.

Study Classes (SC) are conducted for children between 6-14 years of age who are enrolled to formal schools. Their parents are not in the position to guide them and since they are on a move, there is a gap in their education. The SCs help these children to revise their previous learning. In addition, under the RTE Act children have to be enrolled to their age appropriate classes. So a lot of children who have never been to school before lag behind in their studies and eventually lose their interest in school. Hence, the Study Classes enable us to help bridge their gap thus helping them catch up.

Reference Classes are conducted for the children between 6-14 years of age who are now able to read. They come to our centres for guidance from teachers and sometimes volunteers and for various activities that are conducted as well for reference books.

Balwadi or pre-primary classes are run for children between 3-6 years with the focus to get them ready for school. Innovative teaching aids are used to teach children and to sustain their interest in learning all throughout the day. Various child development milestones are taken into consideration while teaching them or while conducting any activity.

Crèche is run for children between 0-3 years. Taking care of the younger siblings (infants and toddlers) has become a critical activity for us so that the older children may attend school. (The older children

have to often stay at home to take care of their younger siblings since both their parents work.) A separate teacher takes care of the younger siblings.

Below are the details of the total 8464 children covered under Project Foundation:

Class Type	Total Children		Grand Total	Dropped out	Migrated	Currently Attending
	Boys	Girls				
Literacy Class	634	669	1303	13	1041	249
Study Class	692	606	1298	90	697	511
Reference Class	226	223	449	44	152	253
Balwadi	1227	1188	2415	47	1673	695
Crèche	1505	1494	2999	63	2128	808
Grand Total	4284	4180	8464	257	5691	2516

Out of the 5691 children who migrated in 2017-18, 3048 children migrated within 25 days of coming to the EAC.

Below table shows the attendance of children to the Centres:

Class Type	1-20%	21-50%	51-79%	80-100%	Total
Literacy Class	326	528	278	171	1303
Study Class	166	409	422	301	1298
Reference	38	148	160	103	449
Balwadi	477	668	733	537	2415
Crèche	632	855	889	623	2999
Grand Total	1639	2608	2482	1735	8464

Details of the Learning Levels of Study Class and Literacy Class children according to the number of days they attended classes at EAC are given below:

No. of Days Attended	Learning Alphabets	Alphabets Complete	Learning Matras	Matras Complete	Composite Letters	Total
1 to 25	583	146	132	89	240	1190
26 to 50	141	77	90	57	144	509
51 to 70	39	36	67	45	60	247
71 to 90	12	9	27	27	41	116
91 to 120	10	3	24	21	80	138
Above 120	8	7	12	20	354	401
Grand Total	793	278	352	259	919	2601

5.5% (144) children are below expected learning levels due to various reasons.



Focus for year 2017-18:

1) Bringing granularity in Marathi Learning Levels

Language literacy is one of the most important activities of the Study Classes and Literacy Classes conducted at the Educational Activity Centers. The 120 days Learning Levels program was a guideline for teaching Marathi language and has always been effective and a results yielding methodology of teaching language to the migrant children. Since the plan has been so well defined, the teaching, supervising and the monitoring staff have been able to effectively plan each child's progress according to his/her learning levels. The teachers would go about the teaching according to their comfort; they would ensure that children learnt Alphabets in 50 days, Matras in 40 days and Composite letters in 30 days without any specific sequence.

In 2017-18 the team's focus has been on giving a more detailed classification to the Learning Levels structure: a finer structure was prepared for the teachers where we defined the exact matras/ letters to be covered in the corresponding number of days. This granular classification was made to ensure uniformity of teaching method and records maintenance at all Study Classes across all the Community Based Programs. Below are the details of the program:

Earlier:

Learning Level	No. of Days	Expected Learning Ability
1	1 to 25	Learning Alphabets
2	26 to 50	Alphabets complete
3	51 to 75	Learning Matras
4	76 to 90	Matras Complete
5	91 to 120	Learning Composite Letters

Now:

Learning Level	No of days	Expected Learning Ability
1	1 to 25	Learning Alphabets
2	26 to 50	Completed learning Alphabets
3	51 to 70	Learning Matras: काना, वेलांटी, उकार
4	71 to 90	Complete Matras: एक मात्रा, दोन मात्रा, ओकार, औकार, अनुस्वार
5	91 to 120	Composite Letters:
		5.1: य/या, म्ह
		5.2: क्क, म्म, ज्ज, प्प
		5.3: 'र' ची जोडाक्षरे
		5.4: स्व, क्त, च्छ, व्ह

2) Reading Practice/ Improving comprehension after 120 days:

In 2017-18, a structured program was prepared for children's practice once they are able to read composite letter words. Although they are able to read, they sometimes do not understand/ comprehend what they read. The below activities are conducted to ensure that their comprehension while reading is enhanced:

- i. Picture reading (चित्र वर्णन) : A picture is given and different questions related to the picture are asked, some direct and some indirect
- ii. Language games (भाषिक खेळ): different language games are being developed in addition to the existing ones.
- iii. Dictionary (शब्दकोश): Door Step School has developed a dictionary for the children with illustrations, explanations, examples, sentences. Children are taught how to look up a Marathi dictionary using different activities. This helps to increase their vocabulary, which is one of the crucial aspect of improving comprehension.
- iv. Passage (परिच्छेद): Passages are given and questions are asked. This will be an important activity in ensuring that the child comprehends what he/she reads.
These activities are planned in the beginning of the month and are conducted across all centres. Apart from these, teachers conduct more activities on their own.

The implementation of the above changes started from November 2017 following discussions, planning, training sessions and finally trials. The outcome of the same is given below:

Outcome:

Providing a more granular definition of the learning levels has given a better clarity of the sequence of teaching. There is an ease of teaching as well since they no more have to decide the sequence themselves. Previously according to the plan, the Levels 3 and 4 (51 to 90 days) were for learning Matras, whereas now there is a clear demarcation: a child who has completed the matras 'काना', 'वैलांटी', 'उकार' is in Level 3 and the child who has completed all the remaining matras is in Level 4.

We have also further split the Level 5 in four subparts according to the difficulty levels for teaching. Though it is being used for recording children's progress, it is not yet in use in the Learning Levels report matrix.

Additionally, due to the program to enhance comprehension once the child is able to read, the teacher has a clarity of how to conduct different activities to enhance their reading skills. These changes have also resulted in uniformity across all the Study Classes.

School Enrolment

Mainstreaming the migrant children in schools is one of the most crucial objectives of the Program. 424 children from the construction sites have been enrolled in PMC, PCMC and ZP schools under this program.

Since the last year, our focus has been to encourage parents to enroll the children to schools. We have seen a shift in the attitude of parents. 55% of the total enrollment has been done by parents. :

Enrollments done by	No. of children enrolled
DSS PF Staff	189
Parents	235
Total	424

A Few Special Stories:

Chakrapani Wasti, a large slum in Bhosari has a lot of temporary communities. We have been working in this slum for 4 years. We run one of the classes here out of tent. **Roshan Malwe**, age 10, was enrolled to 5th standard in June 2017. When we started working at Chakrapani Wasti, most of the communities were difficult to work with. It was a challenge to enroll children to schools. We have been working extensively with the parents to raise their awareness about importance of education. We make them aware about the RTE Act. Roshan hence knew through these meetings and after his enrolment that under RTE Act no documents are required for the children to get enrolled to schools. He took 3 of his friends to school after talking to their parents and got them enrolled. Since Door Step School has been working with the school since the last 4 years, they admitted these children. Roshan kept enrolling his friends and would come and tell his teachers at DSS the next day. In this manner, a 10 year old boy who comes from the 'Nandiwali' community where education is not a priority and was just enrolled to school this year enrolled 13 of his friends to school. We are proud of Roshan, a leader in making.

In another such instance, **Manish Salvi**, age 13, 7th Standard from Forest Trails EAC who had been coming to our centre since six months asked his newly arrived friends Yuvraj and Prithviraj Rathod if they go to school. They said they used to back in their village but do not know of any school here. He immediately said he would help them. He went and spoke to his parents and took them all to his school the next day and helped the parents enroll the children. The children are now regular to school.

In a similar incident, that shows how the children are aware and alert about what is happening around them, in Chakrapani Wasti, **Samir Bachhana Jogi**, age 12, 6th Standard had noticed that the teachers ask for birth certificate for enrolling the children to school. When his mother delivered a baby, he noted down the baby's birthdate and time. He along with his mother later told our teacher who guided them to go to the Municipal Corporation. The parents along with Samir went to the Municipal Corporation office to make an entry of the new birth.

2 Support Activities

2.1 Parents' Participation:

Our efforts to make parents aware about their role in their children's education continued this year too with a lot of positive results. We conduct monthly parents meetings where the topics covered were importance about the RTE Act and the act related information, to inform DSS before they migrate to another place, ensure that they bring back the children from their hometowns when they go there for festivals or functions. We keep them apprised on various activities conducted at the EAC and about their children's progress. Apart from this, general topics like how to maintain cleanliness and hygiene, how to communicate with their children, awareness about child abuse, etc. were also covered. Additionally to encourage maximum attendance in these meetings we use various methods to call the parents like sending invitation cards prepared by their own children, telephone calls, informing the site in charges, etc. We often organize some activities for the parents for instance drawing contests, playing fun games, etc. and they look forward to something different. Out of the total 3059 parents, 1187 are parents of children between 6-14 years of age. Out of these 113 parents attended more than 80% of meetings and 606 parents attended 100% meetings conducted at the centre.

Our focus of all the parents meetings has mainly been on:

- 1) Enrolling children to schools
In year 2016-17, 29% of the total enrolments were done by the parents themselves. In 2017-18, **55% of parents have done the enrolments.**
- 2) Providing/making arrangements for their school transport. **61 parents provided school transport**
- 3) Attending PTA meetings in schools. **299 attended PTA meetings in schools.**
- 4) Collecting the Transfer Certificates (TCs) from schools before migrating. **33 parents collected TCs from schools.**



Apart from this, we have seen a significant change in the parents at almost all the EACs:

- Parents help the teachers preparing for projects related activities.
- Parents help teachers during festivals by preparing charts, decorating class, conducting events, gathering children from the site/community, help in serving snacks to the children, etc.
- Parents started keeping the food in containers; they understand the importance of clean water; many have started boiling water before drinking; they try to keep their surroundings clean; at a few places, they also help their children in keeping 2 separate trash containers for organic and inorganic waste.

A few instances of the changing attitude of parents towards education of their children:

Raja Paswan, Age 13, standard 7th and his younger brother Krishna Paswan from Blue Ridge Site go to the Bhumkar School. Their parents had to move to a construction site in Mundhwa. However, since the parents are now aware about the importance of education, after much deliberation they decided that they will move to Mundhwa and leave the kids in Hinjewadi so that their education is not interrupted. They come to visit their children every Sunday along with groceries and money. Raja wakes up every morning, prepares food for his brother and himself and they both come to our EAC at 9.30am. They then leave for their school at 11am. They walk for around 1.5 km to come to Hinjewadi Chowk from where they take a bus to Bhumkar school. They walk another 1.5 km following a bus ride to get home at 5.30pm every evening. The kids then finish all the housework and their studies and then go to sleep. However tired they might be, they are both very regular to our EAC as well as school. This shows how parents are slowly changing. The children's dedication to their studies is noteworthy too.

Maruti Kamble, a parent at Little Earth Site has 3 children who come to the EAC here since December. They were in another EAC in Moshi before moving to Little Earth. His son Rameshwar is in 4th Standard and goes to Mahatma Phule School in Mamurdi. His other 2 daughters are in our Balwadi. After working in Little Earth, they had to return to the Pristine Prolife Site in Moshi. However, Rameshwar's exam was to start on April 1st. Mr. Kamble first spoke to the contractor requesting him to extend their work here till the exams were over. However, when the contractor refused to do so, he decided to travel from Moshi to Mamurdi. He travelled around 60km daily to ensure that his child gives his exam shows that the parents are willing to go that extra mile (miles in this case) for their children's education.

2.3 Tracking of Migrant children

The migrated children are tracked using various methods in efforts to ensure that they continue schooling even after migration. Out of the 1890 migrated children between 6-14 years of age, we were successfully able to track 68% (1277). Out of the tracked children 92% (1176) are going to schools.

2.4 School Transport

Providing school transport is crucial to ensure that children continue to attend school. 453 children availed of the School transport (through DSS and privately hired vehicles. Since the last 2 years we have been working towards encouraging the parents to take up this responsibility and as mentioned above, we are gradually seeing the change in parents.

3 Other Activities:

Since we believe in holistic development of the children, we use various teaching methods and activities to facilitate learning in children.

We continue to use the project based teaching method at all the centres this year with emphasis on more school curriculum-based activities for the age group 6-14 years.

Projects topics covered in this year:

Month	Project Topic
April	Flowers
June	Animals
July	Seasons
August	Vegetables
September	Festivals
October	Revision of all topics
November	Fruits
December	Birds
January	Flowers
February	Vehicles
March	Our Helpers



Vegetables Project in an EAC

Until the previous year, Mrs. Hema Gehani and her team and Colors Preschool gave guidance to all our teams on how to conduct the project related activities. This year along with the projects coordinator, the supervisors prepared monthly plans for all the activities based on the previous year's activities and the children's textbooks.

Children continued to show increased participation in the activities, they remember and retain information better and are able to apply/relate to this information in day-to-day life. This year we observed that the older children are coming up with activities for the Balwadi children.

A Few Special Stories:

During 'Flowers' project, in Park Grandeur Site EAC the teacher showed children how colours can be extracted from flowers. For this demonstration, they used marigold flower and showed them how yellow colour can be prepared from this. At this, a girl Minu said, 'Madam, हम दुकान से जो रंग लाते है उससे जलन होती है और मूह पर छाले भी आते है. अब हम फूलों से रंग बनाकर ही होली खेलेंगे'. They also realized that it would be a more eco-friendly way to celebrate holi.

During 'Animals' and 'Birds' projects the teachers explained to the children how we need to be compassionate towards animals and birds too. **Mahadev** and **Ravi Dhavale** from Park Grandeur came across a few stray puppies a few days later and found them a better shelter since it was raining. They made sure that the puppies had food and water every day.

Similarly, **Mahir Vidhate**, age 8, 4th standard from Sadanand Wasti had a parrot at home. When he went home the day his teacher had talked about showing compassion towards birds and animals, he released the parrot from the cage. When his parents asked him, he explained to them that we should not hurt birds and animals, and that they like human beings suffer too. His parents did not scold him. In the same manner, many children from other classes decided to keep a container of water and grains outside for the birds and animals. This shows that children have a sense of empathy towards other creatures.

Details of the other activities conducted to facilitate learning are given below:

3.3 Science Activities

3.3.1 Quest Visits

QUEST is a Science - Math laboratory for children started by Mrs. Malti Kelkar. The motto at Quest is 'Doing and learning'. (For more information, please visit their website: <http://www.questsc-mathlab.com/pages/about-us#>). Children get hands on experience and conducting the experiments on their own, helps them understand the concepts much better. Weekly sessions were conducted for each site; 207 sessions were conducted for 100 children from 7 sites in 2017-18.



3.3.2 Science kit experiments:

For those children who are unable to come to the QUEST lab owing to the distance from their sites, Mrs. Malati Kelkar has donated science kits, which are used at 40 of our centres where we have more children in the age group of 6-14. Mrs. Malati Kelkar and her team conducted 3 trainings of a total 7 days at the QUEST lab for all the teachers.

Around 2100 children benefitted from this activity. 15 experiments and 5 mathematics activities were conducted in the year 2017-18. The Quest team also conducted visits to the centres to see how the teachers took this activity.

The teachers get an understanding of the concepts, they conduct the experiments with a curious mind and encourage the children's curiosity too. The teachers and the children have shown a remarkable improvement over the last year.



3.4 WaSH Activities:

Water and Sanitation Hygiene (WaSH) is a program developed by Kirloskar Foundation with the objective to create awareness on sanitation, hygiene and cleanliness and has been implemented at our centres since 2011-12. The implementation staff from Door Step School receives formal trainings organised by Kirloskar Foundation every month. Apart from trainings, the Kirloskar foundation team also provides all the participating supervisors with printed material to conduct the activities. 17 supervisors have received 7 trainings in 2017-18.

Children learned the importance of hand washing, clean water, personal and environmental hygiene and cleanliness through practical methods. Significant impact is seen in many children in their awareness of these issues and they are seen implementing these not only at home but also in their communities and schools.

Below table shows the details of the activities conducted at a total 55 sites of all the Community Based Programs:

Topic- Activities	No. of children participated
Formation of WaSH Club, WaSH rally: No Spitting	1117
Clean and Pure Water	1085
Segregation of Waste	1025
Hand Wash	949
Hygiene in adolescents	49
Parents Meetings	577(Parents)

A special story

Roshan Madhav Gavali, age 13, standard 7th from Mont Vert Belair class who was enrolled to school by DSS in a ZP school in 2nd standard. The Grampanchayat of Bhugaon had organized a drawing competition on occasion of Children's Day in November. The theme for the competition was 'Cleanliness, clean Bhugaon'. Roshan participated in the contest and won the second prize. When the Sarpanch praised him and asked him how he got the idea, whether he went to school elsewhere too, he said he went to DSS and that activities related to cleanliness and hygiene are conducted at the centre.

3.5 Festivals and Events and Exposure visits:

All the festivals and important occasions are celebrated with the children at all our centers throughout the year. The objective of celebrating the festivals is teaching them about diversity of Indian culture, giving them information about the logic behind most of the rituals, why not to blindly follow certain rituals. This also gives them an opportunity to celebrate, gives them the feeling of inclusion. They often dress up in traditional outfits and enjoy themselves thoroughly. This year a training was also conducted for the teachers on how to celebrate the festivals and how to provide the children with the appropriate information.

Apart from the above-mentioned activities, we also ensure that the children participate in different activities throughout the year. This gives the children a much needed platform to express themselves creatively and helps build their confidence. In addition, exposure visits, hobby classes and other activities are arranged for the children.

This year as part of the Service Learning activities of Mercedes-Benz International School, a group of students from this school conducted different activities for 21 children from DSS in their campus. In 12 visits to the school, students from MBIS conducted different project related activities and taught the children English. This gave our children an exposure to a very different environment. Apart from this, below are the details of children’s participation in events and exposure visits:

Exposure visit Location/ Event name	No. of children
Litbug Fest organised by ‘The Story Station’	90
Agricultural Research Centre	45
Science Exhibition in ‘Balak Palak Melava’ organised in Bhugaon ZP School	4
Indian Meteorological Department	44
Vegetable Market/ Farms	450
Lezim at Spirit of Wipro, Hinjewadi	18
Annual Picnic (to different locations near the centres)	862
International Women’s day celebration at Wipro (girls from EACs demonstrated science experiments at the event)	6
Science Exhibitions for National Science Day (At 28 EACS)	226
Flowers Nursery	315
Fruit Gardens/ stalls	352
Bird’s Watching	150



Children at the Litbug Fest 2017



Children performing Lezim at ‘Spirit of Wipro run’

A Few Special Stories:

Archana Shreesail Dubley, 1st Standard from Manjari Annexe is a smart girl who enjoys learning. She has been attending our study class regularly and is able to read composite letter words. She loves to read. Once she had accompanied her parents to the hospital and she helped them out by reading out all the signs like ‘Sonography’, ‘X-ray’, CT Scan, etc. She read out all the details on the sonography form, and helped them fill up the required forms. Her parents were so impressed with her; they came to our centre the next day to thank our teacher. They said they had made the right decision to send her to school. They often come to check her progress at the centre with the teacher.

Nandini Manik Ghumre, age 9, standard 4th comes to the Pebbles II Site EAC. She goes to the nearby ZP school in the morning and comes to our centre in the afternoon. She has been with us for nearly 4 years now. Our teachers keep preparing new teaching aids for their respective classes. They also prepare teaching aids pertaining to that month's project topic in order to give them more information and also increase their vocabulary. One day, the teacher was going through the 3rd and 4th Standard textbooks thinking of an idea to prepare teaching aids, the project topic that month was animals. Nandini saw this and asked her teacher what she was looking for. When the teacher told her, Nandini excitedly asked her if she could help. Nandini found a couple of animals related phrases in her 4th standard textbook, she asked for a chart and prepared a teaching aid for rest of the class herself.

In another Educational Activity Centre which we run in a slum in Bhosari called Chakrapani Wasti, we enrolled 3 sisters **Mona (1st standard)**, **Sona and Prerna Burani (4th standard)** to school in January 2018. Since then they have been regular to school and to our centre. One afternoon when the teacher went into the slum to bring the children to the centre post lunch, she noticed that the 3 girls were playing with another bunch of kids. They had prepared small charts and made a small classroom setup in the open space outside their houses. The charts were just like those in the class, the girls were teaching the other children like the DSS teachers. The children not only enjoy and learn while using the teaching tools, they observe very carefully what their teachers are doing and try to imitate it. Who knows these girls will be teachers one day and will already know how to use innovative pedagogic teaching methods!

Sangita Gawali works as a school transport escort since 5 years, she accompanies the children from 3 sites in Hinjewadi to school. **Dukesh Nisaad** age 7, Standard 2nd was coming to our centre in Atlanta, however his parents had to move to another site in Bhumkar chowk. His parents called the teacher to inform her about this and also ask for help with sending Dukesh to school. Our school transport was not going in that area and hence we had to find an alternate way to bring him to school. Sangita tai went to his house in the new site to check the distance from the nearest site Azure. She then started picking him up from his home every day and would walk back to Azure from where the school van took him to school. She would also drop him back home. Now Dukesh goes to school regularly. Not only that, at the site where he now stays, there is a small room in which a caretaker takes care of all the children from that site, there is no school. Dukesh sits with these children and teaches them songs, numbers, alphabets in the same way the DSS teachers do at the EAC. All the parents at this site are impressed with him. His own parents are so proud of them and they realise that the credit for this also goes to the transport escort who makes sure that Dukesh goes to school every day. They offered her financial help one day. However, although she actually required money at that time, she politely refused and told the Nisaads that this is her job. The parents were very impressed.

COMMUNITY LEARNING CENTRES

Almost all children in the urban slum communities are enrolled in schools. However, they do not have a place or support to complete their homework and their studies. This leads to academically low performance, low attendance in school and eventually dropouts. Door Step School offers a quiet place to study, read books and finish their homework and for self-study. These Community Learning Centres (CLCs) also offer computer classes, science experiment labs, a reading room, study classes and E-Learning facility to guide children in their studies. In 2017-18, Door Step School worked at the below 3 CLCs along with their Satellite classes:

Main Centre	Satellite Class	No of children
Dattawadi	Dandekar Pul	470
	Ambedkar Vasahat	
	Panmala	
Vadarwadi	Ramoshi Wadi	572
	Janata Vasahat	
	Madhav Appa Kulkarni School(Urdu School)	
Hadapsar	Gosavi Vasti	471

The below activities were conducted at the CLCs:

Classes conducted in Community Learning Centres:

1) Study Classes follow the same format as Project Foundation Educational Activity Centres. Details of the learning levels of the Study Class children according to their attendance are given below:

No. of Days Attended	Learning Alphabets	Alphabets Complete	Learning Matras	Matras Complete	Composite Letters	Total
1 to 25	56	11	34	12	44	157
26 to 50	15	5	20	11	22	73
51 to 70	10	0	8	4	12	34
71 to 90	2	1	3	3	22	31
91 to 120	2	1	15	11	41	70
above 120	1	3	8	16	97	125
Grand Total	86	21	88	57	238	490

2) Reading Room: In order to inculcate the habit of reading and develop their interest in reading, children who have overcome the barrier of being able to read come to the reading class. Apart from this, the children can also do self-study with help of reference books, which are also made available at the centre.

3) Computer Class: Knowledge of computer is essential these days. The children do have computer as a subject in their schools, however they do not get a hands-on experience of using computers. At the CLCs, we impart the basic knowledge of Microsoft Office (MS Paintbrush, MS Word, MS Excel and MS PowerPoint). Often we also have volunteers helping the children with Computers.

4) Centre based Children’s library: Along with reference books, storybooks are made available for the children from the community.

5) Community based Children’s library (Child to Child Library): Instead of limiting the access of books only to the children living in the slums where the CLCs are, we select a child from each nearby community. This child takes a bag of books to the other nearby slum/ slums and distributes the books to the children for reading. Meetings are conducted every month with the children participating in this program along with the coordinator of the centre.

Details of the children according to the services they benefitted from are given below:

Centre Name	Study Class	Reference Class	Libraries		Computer Class
			Centre Based Library	Community Based Library	
Dattawadi	157	207	110	106	112
Vadarwadi	177	279	62	116	100
Hadapsar	156	236	332	79	176
Total	490	722	504	301	388

The children from Reference Class avail of the library services as well as the computer classes.



Classes in Community Learning Centres

Activities conducted for Study class and Reference children:

Various activities are conducted for the overall development of the children:

1) E-Learning:

School Curriculum based E-learning Modules for standards 1st to 10th are used to facilitate syllabus based learning in children. Visual representation, quizzes and examples help them to understand concepts and assimilate information in a better manner.

2) Kumar Nirman:

Kumar Nirman is a program initiated by MKCL Knowledge Foundation and NIRMAL. The objective is to sensitize children to various problems and challenges in society and let the children experience the joy of discovering inventing solutions and to act towards solving social problems. MKCL conducts regular trainings for our facilitators who facilitate this activity at the CLC. In the month of July, our facilitator was given the first training session. 56 children were a part of this activity from all the CLCs. After the training and selection of children for this activity an icebreaker activity for the children in August was conducted where they introduced themselves. In September, the facilitator conducted an activity where the children formed groups for the coming months and chose their group names and leaders. In November children were asked to brainstorm which issues they would like to address in their community. They came up with different issues like sound pollution, water pollution, environmental cleanliness (or the lack of it). They decided to work on the issues during Ganesh Festival like the trash that is thrown everywhere, etc.

A few initiatives taken up by the children the Kumar Nirman sessions:

- ✓ Children from the Hadapsar CLC planned, organized and led a rally for saving water in their slum at the onset of Summer
- ✓ In Vadarwadi, the children noticed that a lady would throw the garbage out in the open. They all decided to intervene, they all decided the points they would speak about and then went to meet the lady and explained her how garbage should be disposed properly. The lady listened to the children and said she is happy to see the children working for this and that she would throw the garbage in a dustbin henceforth.
- ✓ In Dattawadi near a hospital, there was a branch on a tree which was about to fall off. The children prepared a letter to the nearby PMC Corporator's office with help from the teacher. They followed up with the office. A few days later they saw that the branch was missing. Although they are not sure if it was an action taken by the officers or if the branch fell down by itself, the children did identify the issue and try to find a solution for it.

Apart from these interventions, the children decided they would do the following:

- Make use of used plastic bottles for sowing plants
- Keep water and grains outside for birds and animals
- Take out more time for grandparents
- Start and promote segregation of waste in their surroundings

This shows that the children are capable of making decisions and taking appropriate actions.



Children cleaning their surroundings

3) **Science Activities:**

All the CLCs are equipped with small science labs with basic apparatus. Teachers are trained by the QUEST Lab team and they conduct experiments related to their science curriculum in schools. 328 children from all the CLCs benefitted from the science activities.

Like Project Foundation children, the CLC children also visit the QUEST lab for getting hands on experience to understand scientific concepts better. 10 children visited the Quest lab 12 times and learnt 13 experiments and their underlying concepts.

The children's inquisitiveness and interest in science is getting enhanced. Moreover, due to the increasing use of technology, a lot of children watch videos on internet for getting new ideas. **Shubam Das** and his friends have shown various initiatives this year like making a battery operated car out of mobile battery and other waste material and also an Excavator using syringes. They also got an opportunity of participating in a 2 day Science Exhibition held in Muktangan High School on Occasion of National Science Day.

4) **Participation in Events and Exposure visits:**

Exposure visits and opportunities to participate in events (organized by DSS as well as different Institutes or Organisations) provides children with a much-needed platform to explore different aspects of themselves and their surroundings and express themselves. Exposure visits. Activities of this kind help expand the children's horizons. Below are the details of the Activities/ Exposure visits the CLC children were a part of:

4.1) **Exposure Visits:**

Places visited	Participating CLCs	No. of Children
Ambedkar Museum	All CLCs	53
Vegetable Market	Hadapsar	85
Kamyani School	Vadarwadi	80
Garbage Depot	Hadapsar and Vadarwadi	52
Mahatma Phule museum	Vadarwadi	40
H.V. Desai Blind School	Hadapsar	32
Printing Press	Dattawadi	11
Indian Meteorological Observatory	Hadapsar and Vadarwadi	33
Indradhanushya Environmental Dept	Vadarwadi	48
Banks	Dattawadi and Vadarwadi	91
Pune University Vidyawani Radio	Vadarwadi	15
Press Binding	Dattawadi	18
Police Station	Dattawadi	83
Flowers Nursery	Dattawadi	75
Vehicle Showrooms	All CLCs	177
Sugar Sweets Factory (साखर गाठी कारखाना)	Dattawadi	45

Below are the Centre-wise unique number of participating children:

Centre	No. of exposure visits done	No. of participating children
Dattavadi	9	120
Vadarwadi	8	175
Hadapsar	6	113
Total	23	408

While arranging all exposure visits, our CLC staff gets a NO OBJECTION LETTER signed from the parents. The parents gave us feedback that they do not even mind if the children miss their schools if we take them for such visits on school days since they see that the children are getting exposure to such a different kind of things and are learning so much. Before the visit, sessions are conducted for the children to prepare them for the visit and follow-up activities like writing an essay, etc. are also conducted following the visits. A few noteworthy examples of how children are getting exposure to different things around them:

During the visit to Indian Meteorological Observatory, the children were told about different ways of measuring different components of weather. After the visit, while the other children were enjoying their snacks and refreshment break, **Rohan Shirale**, age 13, 8th standard suddenly asked the CLC staff what he needs to do to work with the IMD. Since the staff was in the IMD campus they hurried back to the officer there who happily answered his queries by telling him about the different types of job opportunities available there. Rohan beamed saying he has finally made his career choice.

32 Children were taken to visit a visually challenged children's school. It was a different experience for the children to see differently abled children manage their day to day lives with so much ease. These children were effortlessly managing the events for Ganesh Festival on their own. Our children were amazed and their respect for the differently abled grew by leaps. Following this visit we took a few follow-up activities: they were made to write and also share their feelings and opinions and we could see that they were clearly moved by this experience.



Exposure visit to H.V Desai Blind School

4.2) Events Participation

Inter NGO Sports Meet 41 children from all CLCs participated in the annual sports meet conducted by Concern India Foundation for NGOs in Pune. Children participated in 100mtr 400 mtr, long jump, relay and lemon and spoon competitions. Our children won 1 Gold, 6 Silver and 5 Bronze Medals.

Hobby Classes were conducted at all CLCs in the Summer Vacation. 443 children participated in the art and crafts workshop conducted for them with huge enthusiasm and prepared a lot of different things. Many activities related to art and craft (Making greeting cards, making articles like House out of newspaper, Making art out of waste) playing different games were conducted. Since this month's project topic was flowers, different activities pertaining to this topic were also conducted.

Seed Bomb: A different kind of Activity was conducted for 22 children from the Hadapsar CLC. The children were taught how to prepare Seed bombs in monsoon since this is the best time to make them. (Moisture is mandatory for seeds to get germinated). Children were made more aware about the importance of planting more trees.



Activity to prepare Seed Bombs

Spirit of Wipro Marathon 6 children from the Hadapsar CLC participated in the Marathon arranged by Wipro. 'Spirit of Wipro' is an annual event and the children had started practicing for the run 2 months prior to the event. This was a different kind of an experience for the children, they also got running gear including t-shirts and running shoes from the organisers.

Vachan Prerana Din was celebrated on occasion of Birth Anniversary of Dr. Kalam. 122 children participated in the essay writing contest conducted in Hadapsar CLC. Similarly other contests like quiz, storytelling, speech were conducted at the CLC at different occasions. Around 100 children participated in these contests.

Children's day (Baldin) was celebrated at the Vadarwadi CLC by 15 volunteers from Rotary Club in which 140 children participated. Apart from different activities conducted by the group, a street play about Importance of education was also put up by children from the club.

MSEB related Information: During the monthly project topic 'Our helpers' an officer from the MSEB office came to the Dattawadi CLC to explain children about the different aspects of

Electricity including safety. He also explained the children about different jobs at MSEB and educational qualifications required. He gave them a questionnaire to fill up to revise his session. 32 children and 15-20 parents were a part of this event.

PSI (Police Sub Inspector) Safety and Other Information: During the 'Our Helpers' project topic PSI officers came to the Dattawadi CLC in which 52 children participated. The officers spoke about the work they do and the academic qualifications required for their work. Children asked various questions and their perception about the police changed.

Apart from this, all Festivals are celebrated across all centres and 429 children were taken to different places close to their CLCs for the DSS Annual Picnic. In addition, different activities and contests were conducted during Diwali and Christmas Parties as well as Ganesh Festival like Fort Making, Rangoli contests, Role plays etc.

A Few Special Stories:

We observe how the reference material and other activities and the centre benefit the children: **Nishant Pawar**, age 10, 5th standard, Raksha Bandhan rakhis made in CLC. The next day there was a Rakhi making contest in his school. He won the first prize in this contest, he and his parents were very happy about it. Similarly, **Parshuram Eklor**, 5th Standard won the first prize in Essay writing competition conducted in his school. He went through the Essay writing books in the reference library before the contest.

Ramshila Das, mother of Sachin, Shubham, Priti and Sunita Das works in a company and has a weekly off only on Sundays. A leave on any other day is considered as Leave Without Pay. Yet she took a leave to attend the parents meeting conducted at the Hadapsar CLC. Her daughter Sunita is in 10th Standard and she wanted to especially check her progress, she made it a point to talk to a volunteer helping out Sunita, Brigadier Arora. She was also interested in knowing the status of all the activities conducted at the centre. This shows how much Ramshila ji is interested in her childrens' progress and shows her trust in Door Step School.

Rani Raju Bhalerao, a parent from Dandekar Pul also attended one of the parents meetings conducted at the centre where all the parents were shown the teaching tools we use for teaching the children, our planning, the details of the exposure visits conducted and planned for the coming months and she was very impressed. She said that she is very glad her children come to the centre and that they are learning so much more now than the paid tuition class they would go to.

Sangharsh Bhaskar, age 6, standard 1st: On Occasion of Gurupournima, children were explained the importance of Guru in our lives, they were told how they should respect their teachers, they were also explained that parents are our first teachers. They were explained that respecting meant not hurting them, obeying them and as a sign of respect, bowing down to touch their feet. Sangharsh' parents came to our next parents meeting and very delightfully shared that Sangharsh had started touching their feet every morning. Seeing this his elder brother too has started doing

the same thing. They were so happy that the children are also learning such values apart from getting help with studies at the centre.

Muskan Mulla, age 15 years, 9th Standard, goes to Sundarabai Rathi School and has been coming to our CLC since 2nd Standard. Volunteers Sachin Ghanekar and his friend Shivram come to Janata Vasahat to teach Mathematics to the Reference children every Saturday. Muskan recently told us about an incident in her school. Her teacher called her and her friend Priti Sitapure from CLC and 2 other girls and congratulated them on their marks. Only these 4 girls had scored on the syllabus that the teacher was unable to complete due to some administrative tasks she had to complete. The teacher was surprised how the 4 girls managed to do it without her having taught them. Rest of the class had scored zero marks on it. When asked, Muskan told her that she and Priti Sitapure were taught Mathematics by Mr. Sachin Ghanekar in the Community Learning Centre she has been going to since 2nd standard. The teacher then asked how the other 2 girls did well in the exams if they did not go to the centre. Muskan explained that she herself taught her other 2 friends too. The teacher was happy and praised Muskan and her friends.

Vocational Guidance and Career Counselling

The children in these urban slums do not have the proper guidance and information about all the career options and information about pursuing an appropriate career according to their aptitude and interests. These children are hence not able to utilize the large number of opportunities made available in the public as well as private sector. Therefore, there is a need for a platform for these children and adolescents where they can understand their aptitudes, interests, and explore opportunities to choose their stream and field. While deciding the career path it also becomes important to set goals that are achievable and suitable to their needs as well as circumstances.

Hence, this year a new initiative was started for the children above 12 years of age with the objective of helping them understand the importance of career and career planning and assisting them in deciding a career path and motivate them to follow it.

Objectives of the program:

- To help the young adolescents discover themselves by observing and analysing themselves.
- To assist them in identifying their aspirations and career goals.
- To make them aware of their aptitude, abilities and unique individualistic qualities.
- To help them plan every step of the way to achieve their career goal in the best way possible for them.

Below are the details of the children from each CLC covered under this program:

Name of the Centre	Total no. of children	No. of Boys	No. of Girls	No. of Parents
Dattawadi	13	12	1	12
Vadarwadi	19	13	6	16
Hadapsar	36	20	16	31
Total	68	45	23	59

In order to achieve the goals, the below activities were conducted for the children and their parents:

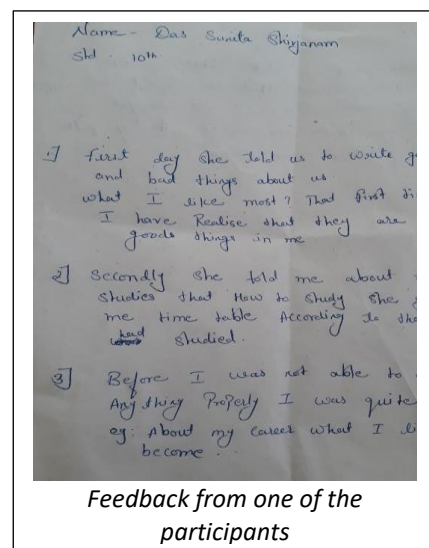
A. Group Sessions with children:

Group Sessions were conducted with all the children for:

- Orientation about the Career counselling program and self-awareness
- Self-awareness and understanding their aspirations
- Improving their reading speed and comprehension in order to be able to achieve their aspirations

Outcomes of the Group Sessions:

- ✓ Children are becoming aware of their qualities and they understand themselves better.
- ✓ They are now curious about various professions and vocations, educational qualifications required and also alternative options available to academic degrees
- ✓ The children were interested in improving their reading skills activities conducted in all the centres.



B. Individual Sessions with the children:

Individual Sessions were conducted with the children for:

- Individual career goals and aspirations of children
- Understanding family dynamics and family responsibilities and parents' expectations
- Information about various courses specific to children's interests

Outcomes of Individual Sessions:

- ✓ Better rapport with children
- ✓ A better understanding of their aspirations and their parents' expectations

C. Parents' Meeting and Home Visits:

Apart from planned Parents meetings, 25 home visits were done for parents who were unable to attend these meetings. The objectives for the same are:

- Develop a rapport with the parents
- Explain them about the program
- Making them aware about their role in their children's career planning

Outcomes of Interaction with Parents:

- ✓ Rapport established with parents
- ✓ They started thinking about their children's career and had many queries pertaining to the same

Details of the participants in the above activities is given below:

Activity	No. of participants
Group Sessions	68
Individual Sessions	51
Parents' Meetings	26

SCHOOL ON WHEELS

The School on Wheels (SoW) is an innovative program designed to reach out to children in difficult locations such as pavement dwellings, road construction sites, temporary slums and areas where street children are found in large numbers and there is a lack of space for conducting classes.

4 remodelled buses fully equipped as classrooms (with a blackboard, audio-visual facility, learning charts, mini-library of books and toys, etc.) cover 3 to 4 locations in a day, conducting sessions for language and maths around two to two and half hours duration. Focus of the programme is to make the children who are often first generation learners familiar with the learning environment. These children are eventually enrolled in nearby government schools for formal education.

Apart from the Study and Literacy Classes and Balwadis, the bus also runs evening libraries for the children enrolled and attending schools. The project based teaching method is used in School on Wheels apart from teaching tools. This year science kit activity was introduced in the School on Wheels buses. All the festivals are celebrated with the children. Exposure visits and participation in different events also forms a part of this program.

In 2017-18, 1440 children from 31 locations over 4 School on Wheels (SoW) buses were covered.



Below is a brief description of a few slums where we worked in 2017-18:

Panjarpol:

This is a large slum which consists of around 4-5 different communities; each community comprises of around 10-15 families/ hutments (the families are mostly related to each other in each community), and most communities are not on good terms with the others. A few are from Maharashtra, a few from UP, Bihar. Most of the families are occupied in petty jobs. A large number of them buy hair in exchange of utensils, some sell petty items. These parents leave house early mornings at 7, and often take their children with them. They initially were completely resistant to enrolling their children to school, although they were sending them to our centre. Our teachers kept conducting meetings and home visits to explain to them the importance of education.

Eventually they gave in and we enrolled 53 children to Choviswadi Primary School, PCMC. They were however not bothered about how the children are going to school: the children would be stinking, and the other children from the school would not let them sit next to them. In all the Door Step School centres, including the school on wheels, we have soaps, combs, nail cutters, talcum powder, hair oil and mirrors and as soon as the child comes to our class, we ensure that the children look clean and not shabby. However, since the parents would be out since the morning, no one would do this for the children. We then kept meeting the parents and telling them about importance of cleanliness. And now they make sure that the children take bath and wear clean clothes before they leave in the morning.

Earlier a few parents used to take their children with them for work however, they don't anymore. They leave them next door so that the children can attend our class and school.

Phugewasti:

Phugewasti too, is a large slum, which comprises of 2 communities: the Nandi wasti and Salat consisting of around 20 and 15 houses respectively. The Nandis are fortunetellers/ astrologers and the Salats mostly sell bedsheets. These communities do not get along at all. Of these, the Nandis were ready to send their children to our centre on bus and to the schools immediately, however the Salats were completely resistant to us. They would keep saying that they are here today and will be gone tomorrow, will we go behind them, what is the use of sending their children to school! The teachers however, would keep visiting them; keep explaining them the importance of education. We would tell them there is nothing to lose; they can at least send them for whatever time they are here. They eventually agreed and the DSS team enrolled 35 children to Chatrapati Shahu Maharaj Primary School Dighi, PCMC.

Like Panjarpol, we had to continuously work with these children and parents on sending their children clean to schools too. Some children do take a bath and wear clean clothes and go to school, however, we still have to work with the Salat families.

Due to the large size of the Panjarpol and Phugewasti slums where most communities do not get along with each other, we have divided them into 2 parts each where we conducted 4 classes each day in a bus.

Landge Sabagruh:

A slum in Bhosari, consists of around 15 families and 20-25 children. The families involved in mainly selling petty items during festivals and fairs and begging for their livelihood. The families mostly survive on food that they collect from asking around, there are no stoves in their homes, but just one community stove, which is lit only when they manage to get meat from some source.

The community is not at all aware of the importance of education. The parents would not even ready to send them to the SoW, so school enrolment was out of question. After our teachers worked continually on bringing them to our centre, a few children did turn up but would not sit in the class for

more than 20-25 minutes. They would make excuses and leave the class and go and play or simply hide in their houses Their parents would also not take any efforts in sending them to our centre.

Eventually they started liking the activities conducted by our teachers in efforts to spark their interest. The art and craft activities, story-telling sessions, songs, learning through activities/games, showing stories on the DVD player in the bus, etc. encouraged the children to come to our centre. Initially they would disrespect the teachers, laugh at them and even spit in the bus. We have now also managed to enrol 9 children Chatrapati Shivaji School, Bhosari. Their attendance is not at all regular but we are working on it. We are also working on other issues with the children like their cleanliness, which is also a herculean task for our teachers. Another issue we are dealing with is that the children are used to eating Gutkha, tobacco while a few older ones also sometimes drink alcohol. These children are not addicted; however, we are trying to make them aware of the hazards of intoxication. We are seeing a gradual change in the children. A few children bought toothpaste and toothbrush from the money they earned from begging. Although they start taking a bath rather late after they see the bus and that results in further delay in their coming to the class, they are at least taking a bath. A few children have stopped eating gutkha etc. at least inside our class. We understand that the change is very gradual but our attempts to mainstream these children will continue.



The slum in Bhosari where the SoW Classes are conducted

Thergaon D-Mart:

There is a slum in Pimpri-Chinchwad, near Thergaon where we were earlier parking the bus within the slum in an empty space near a few hutments. There were a total of 20-25 families staying here and 49 children. The families were occupied with rag and scrap picking, a few worked with garbage trucks while some worked at a road construction project. The parents were hesitant to send their children to the bus, they would keep saying that they are to leave in 2-3 days. A very few children turned up at the class. Our teachers would keep insisting that they send their children to our class as long as they are here. On the 3rd day, we met a child who was coming to our class in Rahatne. He and his parents helped us convince the other families in the community. Thus with help from this family, the other children began coming to our SoW class eventually.

A few days later a couple of older teenagers (about 18-19) year olds started bullying the children, they would play cricket outside the bus and make a lot of noise. Our teachers and driver resolved the issue by speaking to them quietly. After rains, the bus had to be parked a little away from the community near DMart because it became impossible to get the bus inside the slum. But the children continued to come to our bus.

Ravet Road Construction:

This is a temporary slum near Ravet where the parents all work for the road construction project. When our class started on 22nd August 2017 here, the children came to our bus for 2 days however, the number of children went down drastically after that. When our teachers would go to their homes to call them, they would hide and refuse to come out. A few parents were hesitant to send them to the class, they would say what if you take off with our children and do something cruel with them. We tried to explain to them we wouldn't, but to no avail. Our staff worked on these children and parents in the following manner:

For the children who would hide and not come to the school: our teachers slowly tried to find out what each child likes. Some children would like stories, a few would be interested in art and craft, a few in just chatting and playing and our teachers did just that with those children. They slowly started to have fun and realized that they did not just have to sit and study and started attending our class.

For the parents who refused to send their children to the class on bus: our teachers would meet them almost every day and explain the importance of education. They would explain to them how children will also be taken care of and will remain safe as opposed to the current situation where they stay back at home when parents are out working. How would the parents know that the children are secure? We would explain to them that their younger siblings are also going to be taken care of. We showed them how the other children who had started attending class were safe and at the same time learning something new every day. They thus started sending them to school. The number of children however, reduced later because the parents had to migrate.

Godown Chowk:

There are about 15-20 hutments in this slum. The parents are all working on a road construction project and leave every morning on a bus that comes to pick them up. Earlier, they used to take the younger children along with them and the older kids would stay back and later go for picking scrap. A day before the class started here, the children were told to wash their hands, feet, comb their hair, wear clean washed clothes and come to the class and the children followed the instructions. They were all clean and ready and waiting for us when we reached there with the bus. Not as many older children attend the class because they have to work. However, a few of them try to return a little earlier and since our class timing is from 4:00 pm, they try to come at least for an hour.

1. Primary Activities

Like Project Foundation EACs, Literacy Classes, Study Classes and Balwadi are conducted in the School on Wheels.

1) **Literacy Classes:**

According to the goals of the Right to Education Act, all the children need to be enrolled in nearby schools. However, this takes longer at most of the slums where we work. These students between 6-14 years of age come under our Literacy Classes. These children come to our buses where the teachers conduct Literacy classes as per the training imparted to them. These classes are not meant to be a replacement for formal education system, but they are meant to provide supplementary educational services so that these children who otherwise would grow up with no opportunity to education.

Till the time the children are enrolled to schools, DSS works with them to ensure that they make cleanliness and hygiene a part of their daily routine, to increase their attention span, their interest in learning, to make their parents aware about the importance of education and to convince them and the children to go to schools.

Once the children from LCs are enrolled to schools, we count them into our Study Class.

2) **Study Classes**

Study Classes are conducted for children between 6-14 years of age who are enrolled to formal schools. Under the RTE Act children have to be enrolled to their age appropriate classes. So a lot of children who have never been to school before lag behind in their studies and eventually lose their interest in school. Hence, the Study Classes enable us to help bridge their gap thus helping them catch up.

Details of the Learning Levels of the Literacy Class and Study Class according to the number of days they attended the SoW Classes are given below:

No. of Days Attended	Learning Alphabets	Alphabets Complete	Learning Matras	Matras Complete	Composite Letters	Total
1 to 25	258	77	57	25	38	455
26 to 50	85	42	23	18	23	191
51 to 70	33	11	10	5	10	69
71 to 90	8	8	5	5	9	35
91 to 120	3	6	8	4	11	32
above 120	5	10	10	14	42	81
Grand Total	392	154	113	71	133	863

As mentioned above, since these are challenging communities, we have to start with teaching them about hygiene, making them used to sit in one place for longer, etc. Hence, the Learning Levels of these children are not in accordance with rest of the Community Based Programs.

3) Balwadi

Balwadis are run for children between 3-6 years of age to prepare the children to go to school once they turn 6 years of age.

4) Library Classes

Evening Libraries are one-hour sessions conducted on the bus in those slums where the children are all enrolled to schools and are able to read. We provide books for reading and conduct other activities like story telling, songs, projects, playing DVDs, etc.



Below are the details of the children covered under School on Wheels:

Class Type	Total		Grand Total	Dropped out	Migrated	Currently Attending
	Boys	Girls				
Literacy Class	201	228	429	26	321	82
Study Class	232	202	434	48	241	145
Balwadi	179	185	364	18	234	112
Reading Library	104	109	213	64	137	12
Grand Total	716	724	1440	156	933	351



Evening Library session in progress on the bus

Below are the details of the Library Classes conducted in 2017-18:

No of Slums covered	9 slums
No of children	198 children
No of books	249 story books
No of DVDs	25

Below table shows percentage wise attendance of children:

Class Type	1-20%	21-50%	51-79%	80-100%	Total
Literacy Class	80	182	113	54	429
Study Class	46	146	154	88	434
Balwadi	50	103	107	104	364
Reading Library	55	81	40	37	213
Grand Total	231	512	414	283	1440

School Enrolment:

As explained above school enrolment in the slums where the School on Wheels program runs is a challenge. 175 children were enrolled to Government schools this year. Since this project too works towards encouraging parents to take up responsibility of enrolling their children to schools, 18 parents did it by themselves, which comprises 10% of the total enrolments done. Although it might seem small, it is still a step towards our goal.

SoW Name	No of locations where enrollments were done	No of children enrolled
SoW 1	3	93
SoW 2	4	45
SoW 3	3	18
SoW 4	4	19
Grand Total	14	175

2. Support Activities

Parents' participation:

Monthly parent meetings and daily interaction helps make them aware about the importance of education, need for cleanliness, need for enrolling children to schools and continuing education. Out of 562 parents, 154 parents attended more than 60% of meetings and 163 parents attended 100% of the meetings conducted. Through our efforts to encourage them to participate in their children's education, 12 parents took TCs from schools, 35 parents provided school transport, 76 parents attended PTA meetings in schools and 25 went to school for different reasons like Aadhar Card formalities, etc.



Parents in school

Tracking:

Out of 562 children between 6-14 years of age who migrated, we were able to track 222 children and 146 children continue going to school.

Transport:

Arranging School transport for children is also crucial as mentioned before. 129 children availed of the school transport provided by Door Step School.

3. Additional Activities

Given the nature of slums where we are working, it is rather difficult for the children to sit in one place and learn. Hence, many innovative fun activities have to be conducted for them to be able to sit in one place for longer duration, for their attention spans to increase, for them to develop interest in learning and being regular to our centres and eventually schools too. Like the Educational Activity Centres, project based teaching method was used in the School on Wheels locations too. We noticed that a lot of children started coming to the bus for these activities, they would participate wholeheartedly.



Below are the details of the all activities conducted in the buses:

3.1 Science Activities:

This year we started the science kit activities in the buses too. The SoW teachers are trained along with the EAC teachers by the Quest team. Below are the details of the activities in the bus:

No. of Science Kits	4 (1 for each bus)
No of children	385
No. of experiments conducted	8
Details of Teachers' trainings	5 teachers attended 3 trainings of 7 days

The children look forward to the science activities, they understand the science concepts a little better and they really enjoy handling the science apparatus to do the experiments themselves.



Science experiment in a bus

3.2 Celebrations and Exposure visits:

All the festivals are celebrated across all locations to give these children a feeling of inclusion, to teach them about the varied culture of India. The children of course enjoy themselves and look forward to celebrations in the bus.

Exposure visits are also arranged so that the children get an exposure of different places. These too contribute in their regular attendance to classes. Details of the visits done in 2017-18:

Exposure Visit Location	No. of children
Petrol Pump	22
Car Wash Centre	32
Vegetable market	30
Fruits Market	35
Flowers Nursery	25
Annual Picnic	232

The children from these slums are exposed to limited people and ideas in their day-to-day life. Through such visits, they get to experience different things. Their curiosity is also encouraged. One such example: During an exposure visit to the petrol pump where 22 children from Phugewasti were taken, children were shown how things work at the petrol pump, how to make out if the petrol is impure, etc. One 7th grade boy Rohit Bhonde went ahead and asked the person at the pump who was probably the manager there, “kaka tumhi petrol maarta mhanje nakki kaay karta?” (What exactly do you do when you cheat people with the numbers!) The manager was impressed and explained the kid what exactly a few people do to cheat the customers.



Exposure visit to petrol pump

A Few Special Stories:

Rupali Shamrao Pawar: Age 13. Her parents had sent her to a nearby society for babysitting for which she would earn Rs. 1500 per month. DSS staff would regularly meet her parents and explain them the importance of education and finally the parents agreed. They made her leave her job to send her to our study class. Thus Rupali's parents were fully convinced that education was more important and that she was too young to start earning already.

Bina Salat, parent of Shilpa and Arun Salat who come to our centre and are also enrolled to the school is a single parent. She is also disabled. She has a total of 5 children, of which 3 children are now in her village since they are too young. She is also taking care of her 2 nephews whose parents are working elsewhere. For earning her daily bread, she takes a basket with God's photo on her head and asks for money. Before setting off for work each morning, she makes all 4 children ready for school. It is commendable that she understands the importance of education and despite being disabled, she has taken responsibility of educating her and her brother's children.



Bina Salat

When we began working at Pandhre Mala slum in Hadapsar, the parents were not interested in sending their children to schools. We started getting the children to our bus so that the children would be interested in learning. We worked closely with parents to counsel them and make them send the children to school. It was a little difficult for the children to go to school since they had never been to school before. There were 6 girls in Pandhre Mala who wished to go to schools however, their parents would not agree. 2 out of 6 girls 13 and 14 years of age and the other 4 were around 8 years of age. Our staff kept meeting them and explaining the importance of education to them. They would also say that they might need to migrate to another location so what good would it bring to send the girls to school for a few days. Eventually this year the parents thought of enrolling the girls to a hostel near Yerwada in Pune where they could pursue their education. In December another girl was enrolled to this hostel. Now a total of 7 girls are going to school and have chances to continue their education since it does not depend on their parents location of work anymore.

EVERY CHILD COUNTS – A CITIZENS CAMPAIGN

Every Child Counts' - a citizens' campaign was launched with the objective to ensure that every child is in school at the right age of 6-7 years, thereby increasing the chance of his/ her continuing education.

The campaign aims to focus on the highly marginalized children living on construction sites, roadside dwellings and unauthorized slums; children who are migrants and therefore often deprived of their Right to Education. The target is to reach out to, prepare and enroll them into mainstream education system.

When families migrate frequently for work, children of these migrant workers are uprooted. This results in a disruption of schooling, sometimes non-enrolment and often dropouts.

This campaign addresses several broader social challenges and aims at:

- Educational inclusion of most marginalized migrant children under the Right to Education (RTE) framework.
- Prevention of child labour by enrolling children to schools at the right age especially from vulnerable groups.

Since the launch of this campaign in November 2011, DSS has enrolled over 14000 children in Government schools in and around Pune till the end of March 2018. Bringing education system to those deprived of it has brought with it more awareness and hope for a better future.

The goal of the program for 2017-18 was to cover 100% area for out of school children and their enrollments in Government schools in Pune and surrounding areas by increasing parent participation in their children's education and working in collaboration with Government and school system. Detailed goals and results is given below:

Objectives and Outcome:

Goals	Outcome
Enroll 1900 children in government schools	Enrolled 1659 children
More than 55% school enrollments by parents	61% enrolments done by parents
Reduce dropout rate from 15% in 2016-17 to 10% in 2017-18.	Successfully reduced dropout rate to 8%
Track more than 60% of migrated children	Tracked 80% of children migrated
Increase parent and community participation	Worked through groups of Shikshan Mitra, Bal Samuh and Maitrin Gat.
To work in collaboration with local government and make them more aware about the gravity of the issue of education in migrant communities.	Conducted meetings with PMC and PCMC Education Departments, Labour Department and CREDAI members

Below table gives details of area wise reach of program:

	PMC	PCMC	Outer Pune	Total
Sites / Locations Surveyed	881	1027	612	2520
No. of out-of-school children identified	845	1329	1119	3293
Children benefited by Prep camp/ study Class	365	631	368	1364
Parents Meetings	75	81	42	98
Participants in Parents Meetings	1146	1000	549	2695
Children Enrolled	558	624	477	1659
Schools Enrolled in	65	79	60	204
School Transport Arranged	75	162	32	269

Highlights:

- ✓ 77.58 % enrollments were done by parents independently or with some assistance by ECC team this year as compared to the 53% last year.
- ✓ 866/2936 children (29%) enrolled last year are continuing education as of February 2018 as compared to 15% (503/3242) in February 2017.
- ✓ 74 Government school teachers from participated in conducting surveys to identify out of school children.
- ✓ We connected with Maharashtra Right to Education (RTE) forum.

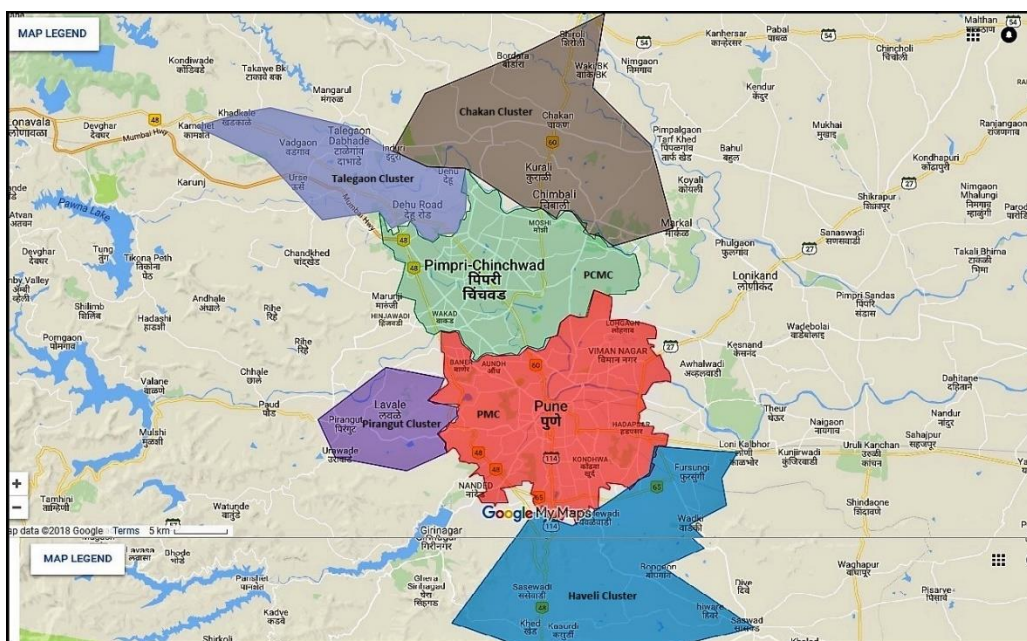
Key Activities and Impact:

The campaign methodology is a 5 stage approach, with citizen involvement in grass root level activities at all stages.



1. Mapping:

The campaign covers entire PMC, PCMC and outer Pune areas as shown in the map below.



Every year before conducting surveys systematic mapping of lanes is done in selected areas to cover each construction site, temporary or permanent slum and migrant communities and schools.

2. Survey:

Systematic surveys are carried out in the mapped areas.

Below table gives details of number of sites and number of out of school children identified through surveys according to the type of site:

Type of Site	No. of Sites	No. of 5-8 year old children	No. of 8+ year old children
Construction sites	1951	1272	631
Brick kilns	190	324	189
Permanent slums	147	199	144
Temporary slums	151	296	204
Societies	81	18	16
Total	2520	2109	1184

Total 2520 sites were surveyed and 3293 children were identified from 841(34%) sites in the age group of 5 to 14 years. 1336 (53%) of sites had no children since they were closed or without labour camps. We have observed an increase in the number of workers who leave their families at native place and migrate to cities for employment. Besides 135 (5%) sites had other NGOs working on them and 208 (8%) sites had children already enrolled to schools.

Apart from surveys of the mapped locations, we also conducted surveys of streets, signals, road constructions, etc. Details of these surveys are given below:

- **Survey of streets and signals:** We conducted survey to identify out of school children on streets & signals and understanding their schooling status. We surveyed 45 signals in a single day to avoid duplication of children and identified 80 children who were not attending school. These children are engaged in begging, selling stationary, balloons with parents etc. at the signals.
- **Survey of PMC and PCMC road constructions:** Metro work and road construction work in PMC and PCMC is giving rise to temporary settlements of road construction workers who are always on the move. We conducted an initial survey of such locations in PMC and PCMC and below are the findings:

Area	No. of Locations	Age Group < 5 Years	Age Group 5-8 Years	Age Group 8-14 Years	Total No. of Children	Work Done
PMC	10	6	12	14	32	28 Enrolled
PCMC	8	26	65	20	111	79 children covered in Prep Camp
Total	18	32	77	34	143	

This led us to conduct a more detailed survey of 4 road construction sites in PCMC in the month of March 2018. We identified 48 children from 21 families and no children were attending school. We enrolled 23 out of 48 children to school, 12 out of 43 children were covered in preparatory camps and remaining children could not be enrolled due to various reasons like end of academic year, lack of transport facilities etc.

- **Survey in Baramati:** We also conducted survey in Baramati to locate out of school children. 17 sites which included temporary slums and brick kilns were surveyed and 37 children of school going age were identified. Out of these only 2 children were attending school, rest were scattered and at far off location.

3. Raising Awareness:

Before enrolling the children to schools, we work with the parents to raise their awareness about importance of education and prepare the children to go to schools.

3.1 Parent Awareness:

It is crucial to create and increase awareness among parents about importance of education for their children and provisions under RTE for children's enrollment in Government schools. To achieve this we conduct meetings, which not only help to build rapport with parents but also understand their issues in educating children.

This year we reached out to 2695 parents through 198 meetings at sites and 139 parents through 19 meetings in schools.



A parents meeting in progress

3.2 Preparatory Camps for children:

Preparatory camps are setup at locations, where parents were less aware and less inclined towards sending their children to schools. Preparatory camps help to create awareness among parents and children where they have no exposure to schooling. They are a great means to introduce children to the idea of structured learning and get them ready for formal school before enrolments actually begin. A temporary classroom is setup in a tent or a more pucca room, either on rent or provided by builder. Camps are generally arranged during the months of April and May, so even if the children migrate before schools open, two months of preparatory camp creates a foundation for them.

We conducted 26 preparatory camps reaching out to 628 children, out of which 181 were enrolled to school.

4. School Enrollment:

The process of enrolling children to school begins by making parents aware of their responsibilities to educate their children and children's right to education. This is followed by actual enrollment by various stakeholders and providing the support through transport and classes to encourage regular schooling of children.

This year we enrolled 1659 children from 371 sites across 204 schools in Pune, PCMC and outer Pune areas.

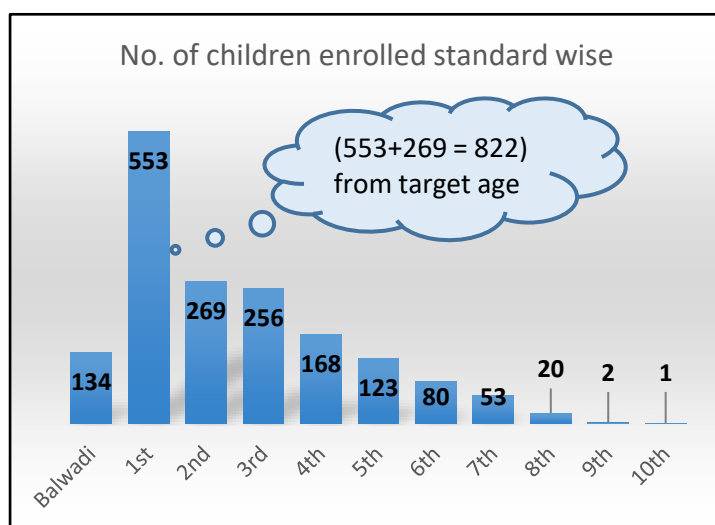
Below table gives area wise, number of children enrolled this year:

Area	No. of Children Enrolled	No. of Sites Children Enrolled from	No. of Schools Children Enrolled to
PMC	558	115	65
PCMC	624	148	79
Outer Pune	477	108	60
Total	1659	371	204



School Enrolment

The Right to Education act mandates age-appropriate enrolment. Below graph gives the details of standard wise enrolments.



822/1659 (49.54%) children enrolled to schools are from the target age group of 6 to 7 year old.

This year under ECC campaign, 385 children enrolled in 1st standard are attending school for the first time while 253 children had been to school earlier.

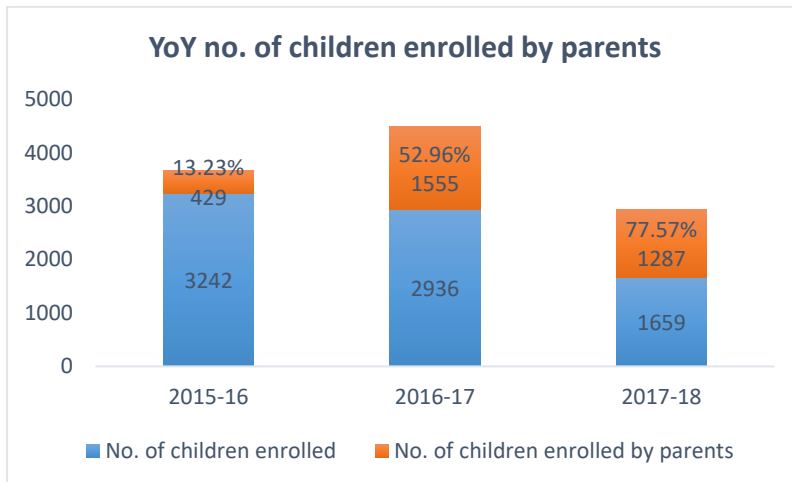
952 children from 2nd and higher standards were enrolled under age-appropriate enrolment clause of RTE.

While we enrolled 1659 children to mainstream schools this year, 303 children from 109 sites still could not be enrolled for various reasons. Few of these children take care of household work as well as younger siblings, few children and parents were not interested whereas for other school is far from home. All these issues lead to the children remaining out-of-school. We will continue working with them with the objective to see them in school in next academic session.

Enrolment by parents: This year our objective was to encourage parents to take up the responsibility of school enrolments. This is an important step in order to ensure continued schooling of children especially in migrant communities.

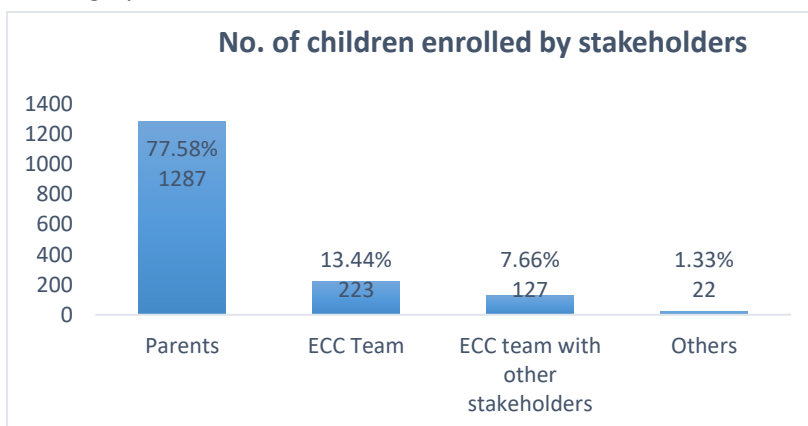
Providing necessary information and guidance on school enrolment procedures helped to boost the confidence of parents to take up this responsibility.

Below graph shows the enrolments done by parents this year as well as in last three years.



We have been successful in increasing the enrolments done by parents to 77.58% (1257/1462) this year as compared to 53% (1555/2936) enrolments done last year.

Below graph shows the contribution of different stakeholders in school enrolment:



127 children were enrolled by ECC team along with other stakeholders like schools and other NGOs, etc. Additionally, 22 children were enrolled by children, volunteers, labourers, etc.

Activities supporting School Enrolment and continued education:

- A. Distributing MyCard:** Until last year, “MyCard” (a card carrying information of the child, DSS staff and school” to help them in the school enrollment process) was given to the parents of the out-of-school children identified in the survey. This year we provided them with “MyCard” after the enrolment process as a document to help them after migration. Our team has also been sensitizing school authorities about this initiative and we have received a positive response from most of the schools.

B. Providing School Transport: Providing transport facility and supporting them in their studies is of vital importance to ensure that children continue to attend school.

The distance to schools and the presence of multilane highways on the way to school often pose a barrier for children to commute to school. Hence, it becomes imperative to make transport arrangements for children so that they continue their schooling.

Out of the total 1659 children enrolled to schools:

- ✓ 1033 children (62.26 %) walk to school.
- ✓ Parents have taken complete or partial responsibility of transport for 251 children (15.12 %)
- ✓ School has made transport arrangements for 106 children (6.38 %)
- ✓ DSS is providing transport for 269 children (16.221%)

Children walking to school, transport arrangements made by parents and schools; all this shows that the awareness and inclination of parents towards their children's education is increasing.

C. Support classes: RTE mandates age appropriate enrollment for all children. Lack of conducive environment and resources at home results in dropout. Furthermore, if a child has never been to school or dropped out of school for any reason, he or she might lag behind in school. Hence we run support classes at sites or schools to help children in their studies. We organized 21 support classes covering 587 children with 364 children reaching the expected learning level.



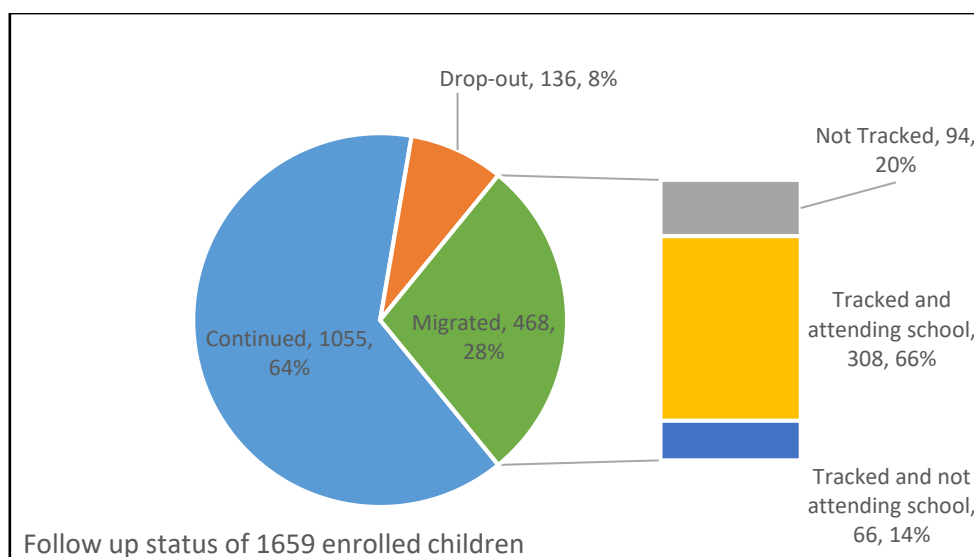
Support Class in progress

5. Follow -up

We conduct regular follow up by revisiting the sites / locations surveyed earlier. These follow up visits help us to find if:

- ✓ Children enrolled to schools are continuing education.
- ✓ Any children have dropped out of school.
- ✓ Children / families have migrated to a new site / location.

This also helps us to understand and address the barriers towards their continued schooling. The process includes tracking of these children and their school enrollment status at the new location. Below graph gives the details of follow up.



Observations:

- ✓ 64% children are continuing education, which is a big motivation and encouragement for us.
- ✓ 80% children from the 28% migrated have been tracked. This has been possible through the various methods used for tracking i.e. telephonic follow up, Educational Guarantee cards (EGCs) and post cards.
- ✓ 20% migrated children have not been tracked due to incorrect contact details.

We are working with dropout children so that they resume schooling. 22 children from 7 sites are being covered through classes run by teachers and volunteers who are motivating them to go to school again.

We also encouraged parents to take school Transfer Certificate of their children on migration.

Migration period	No. of children migrated	No. of children on roll	No of parents took TC
Less than 3 months	302	112	24
3 months to 6 months	121	98	41
6+ months	45	32	13
Total	468	242(52%)	78(32%)

Above data shows 32% parents took school Transfer Certificate on migration. Around 70% parents who migrated after 3 months took TC from schools. This implies that more the interaction DSS has with them, better is the outcome.

Different approaches for tracking migrated children:

Tracking of migrated children is very important to ensure that they continue education after migration. Our team continues to do telephonic follow ups. Additionally, this year different approaches were used: distribution of Education Guarantee Cards and Post cards.

Education Guarantee Card (EGC): EGC is a government circular for migrant children, which carries information of child, school, child's progress report etc. It is mandatory for the school to hand over the EGC to the child or family at the time of leaving school. A child can get admission to any school if he / she has the EGC and no School Leaving Certificate is required.

With the introduction of EGC, tracking of children has become easier and fool proof. This year, we distributed 373 EGCs to children across 41 schools. Once a child migrates we can follow up with the schools to check about his / her enrollment status in the new location.

Post cards: This year we also shared post cards with few parents to mail back to us post migration. The post card has details such as name of the student, school, parent / guardian and contact number. This will help us to track the children continuing education after moving to a new location. This is still in pilot phase and we have distributed post cards to 32 parents.

Stakeholder Involvement

Involving and engaging all the key stakeholders: parents, government and school authorities is crucial to help the children continue their education. Hence, it becomes imperative to keep developing innovative strategies to equip parents and children with adequate information about schooling and government policies, sensitizing the Government and school system about the issues of education among migrant children.

Towards this goal, we worked with parents through Shikshan Mitra and Palak Gat groups and with children through Basamuhs (children's groups).

A. Shikshan Mitra leaders:

A parent from a site or community is selected as a Shikshan Mitra to guide new parents coming to the site for enrolling their children to schools and help them continue their education. Regular meetings were conducted with Shikshan Mitra groups to achieve these objectives. **We appointed 38 Shikshan Mitras whereas 48 were independent leaders from the communities we worked with.**

B. Shikshan Mitra Palak Gat:

For the children lagging behind in their learning levels, groups of parents called "Shikshan Mitra Palak Gat" were formed. We shared with them information about their children's current learning levels and expected learning levels and how they can contribute to achieve expected levels. **39 Shikshan Mitra Palak Gat were formed reaching out to 244 parents through 224 meetings.**

C. Balsamuh (Children's Groups)

There was a need to make children aware about their rights and responsibilities towards education. Hence, children's groups called Balsamuhs were formed with children between 9 to 14 years of age. **28 Balsamuh (children's groups) were formed who reached out to a total of 284 children through 106 meetings.**

D. Government and school staff :

Regular meetings with Government officials and school authorities were conducted to discuss issues like school transport, having children on roll and challenges faced by children and parents due to sudden migration or lack of support system during their work hours.

These meetings were held at the District and Taluka level (PCMC commissioner, CEO of Pune Zilla Parishad, Block Officers of Mulshi and Havelli Talukas) where we presented our program and issue of out-of-school children. This resulted in increased cooperation from schools in enrolment of these children.

E. Government School teachers:

Before the enrollment period our teams have been visiting schools and sensitizing teachers and administrative staff about enrolling children from migrant communities.

Following steps were taken to support this:

- ✓ List of names of children were shared with the schools to ease out the enrollment process.
- ✓ To spread awareness about the issue of education in migrant population and work done by DSS in this regard, we showed Documentary on DSS across 51 schools and performed Street plays on the importance of education across 4 schools.
- ✓ To connect and develop a rapport with teachers, we celebrated Teachers' Day across 14 schools involving 135 teachers.

The outcome of these activities was a positive response from teachers during survey and enrollment of these children. **74 teachers have shown initiative and gone to the sites to conduct survey and enroll children to schools.**

Volunteers

Volunteers form an integral part of this program. There are many groups taking ownership of localities, raising funds, and finding ways for school transport so that children from migrant communities can continue their education. Volunteers participate in various activities from conducting surveys, counselling parents, enrolling children to celebrating events and preparing teaching material for the children.

This year 124 volunteers contributed a total of 879 hours towards the program. Many individual volunteers are talking about the cause of out-of-school children and are taking efforts for them in multiple ways.

A Few Special Stories:

Murtikarsamaj slum in KaspateVasti

In October 2017, we worked with a group in Kaspate Chowk, Wakad belonging to Bavari community from Rajasthan, which earns their livelihood by making and selling idols. They had recently moved here from Hyderabad.

There were 13 children from the age group 6-10 years who stay at home while the parents go to work. When we started working with this community, most parents refused to talk to us or even acknowledge our presence. One of the parent even said 'What is the use of education? My five year old is already very smart, he can count, he can handle 500 rupee note'. When we persisted with our ply to enrol children into school, the parent angrily went to say 'if you wish you can adopt our children, take them away and enrol them into school'.

It is very important to acknowledge the concerns of parents as only then would they understand the value of education. Gradually after the team continued to interact with them in this manner, the parents opened up and started talking to us and started raising questions pertaining to education, and eventually they agreed to enrol their children.

One such parent, who was initially very reluctant to send his kids to the school ferried 13 children, using a vehicle made to carry idols, to the Republic Day celebration in School. His children were also awarded certificate for 100% attendance in school. The proud father informed our field staff about this.

This shows that change in parents' attitude can be brought about.



Children's unusual ride to the Republic day celebrations

Mr. Khillari is a dedicated teacher at Z.P School, Pirangut. He is very co-operative and participating when it comes to encouraging children to attend school. Be it survey or meeting with parents and children, he is always there on the field with us spreading awareness about importance of education and schooling.

He also supports 5 students from 5th standard who study in his school by providing them with all the educational material along with books and guidance in studies. When we inquired about the reason behind his kindness and generosity, his response was that we easily spend anywhere between Rs 1000 – 2000 when we have guests at our home anytime. If we can afford this, why can't we afford donating the same amount for a student's full year education! He also believes that as responsible citizens we should give back to the society and by supporting these children, he is playing his part. Mr. Khillari's efforts are laudable.



Mr. Khillari with the 5 students

Sapna, age 10 lives with her father (construction labourer) and grandfather (works at nearby farm), her mother left with two brothers to live in their native village. As there is no other woman in the house, Sapna has the responsibility of doing all the household chores, from cleaning to going out to buy groceries, cooking the food. But she always wished to go to school

Hence she would try to go and sit with her friends who attended the nearby school when they studied at home. One of her friend's parent noticed Sapna's interest in studies and asked her if she would like to go to a school. She excitedly replied yes, adding she did attend a school when she lived at another construction site. She asked the parent if they could help her make a call to the DSS staff whose details she had. She ran home and got her 'MyCard'. The parent placed the call and our ECC team quickly got on the case, feeling very pleased that a child took the initiative to restart their learning. Sapna was asked to meet the DSS staff outside her nearest school at 8am sharp.

And this is exactly what Sapna did the next day. She got up early, cleaned the house, cooked for her father and grandfather and prepared their tiffins. And made the journey of 3 and half km on foot to get to school at 8am sharp. Sapna was enrolled into the school.

Sapna is very happy; she is pursuing her dream – attending a school and learning. The MyCard made her wish possible.

PARENTS' PARTICIPATION IN CHILDREN'S EDUCATION

While conducting surveys to identify out of school children and enrolling them to schools under Every Child Counts Campaign, it was observed that children were largely out of school because of lack of awareness and involvement of parents in their education. To address this, DSS launched the program "Parents' Participation in Children's Education (PPCE)" in 2013. The larger aim was and continues to build parents' capacity to take complete responsibility for their children's education.

Low parental awareness, interest and involvement in their children's education stems from their own illiteracy, practical problems like unavailability of child care services and continuous migration for employment opportunities. In addition to these fear of the unknown city, social issues like education of girl child, fear of child safety and belief that education is expensive compound the problem. As a solution, parents find it simpler to not enrol their children or simply discontinue their schooling.

PPCE is a three-year program with year wise focus of work to be done with parents from increasing awareness to handhold them through the enrolment process and equip them so that they continue their children's education irrespective of the challenges.

The program was piloted in Kondhwa - Mohammadwadi area of PMC during the period of 2013-2016 as this had a high population of urban underprivileged children who were out of school as compared to other areas. This year we extended PPCE to Narhe. It is the 2nd year of program in Baner – Balewadi and 3rd year in Wagholi and Hinjewadi. Since the program was started at different times in 3 different areas, objectives for school enrolment by parents, school transport by parents, drop-out rate were based on year of implementation.

Objectives and Outcome:

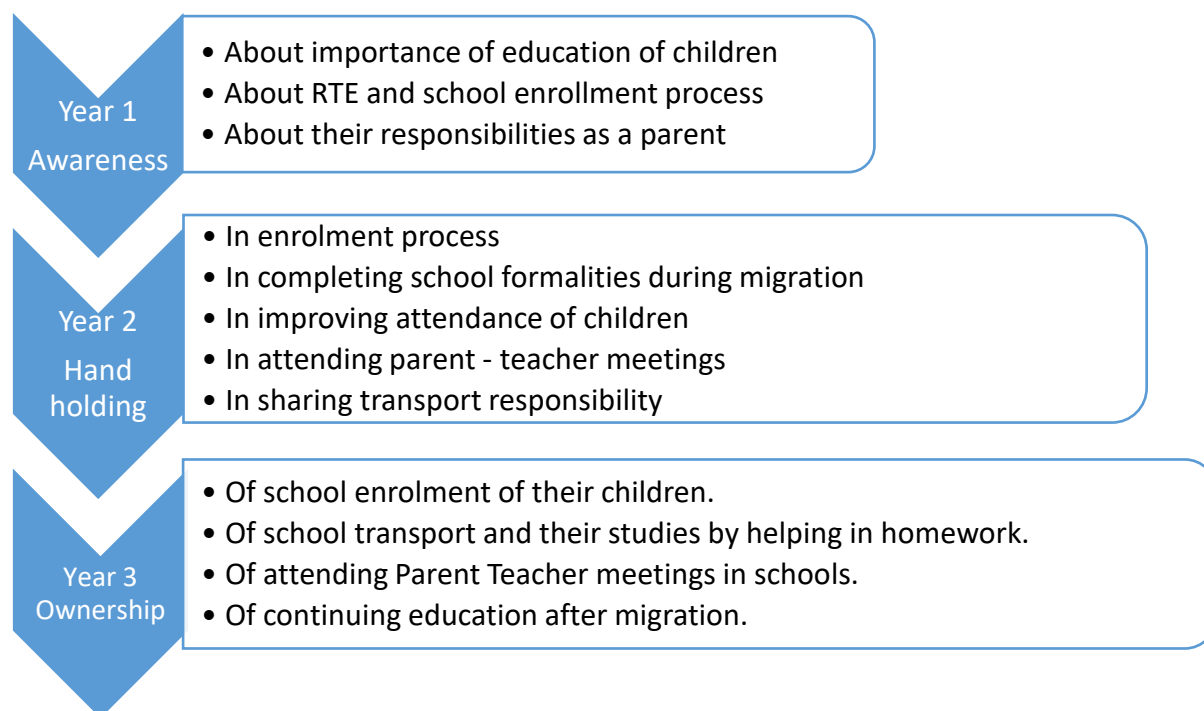
Goals	Outcome
Enrolment by parents: A. 60 % in year 1 B. 80% in year 2 & 3	A. 90% children enrolled by parents. B. 93% children enrolled by parents.
Responsibility of school transport by parents A. Complete responsibility by parents for year 3 B. Partial responsibility by parents for year 2	Complete responsibility of transport taken by parents in Hinjewadi and Wagholi and partial in Baner – Balewadi area as expected.
Track 80% of migrated children	Tracked 83% children migrated

Reduce dropout rate to A. 10% for 1st year B. 5% for year 2 & 3	Dropout rate reduced to A. 2%.for year 1 B. 9.37% for year 2 and 3
Increase parents' participation through various groups -Shikshan Mitras, Palak Gat and Maitrin Gat*	211 parents were reached through Shikshan Mitra, Palak Gat and Maitrin Gat
Sensitize teachers and school authorities about the challenges faced by children of migrant communities*	40 teachers participated in survey, enrolment and follow-up

*The objective towards formation of Shikshan Mitras, Shikshan Mitra Palak Gat, Maitrin Gat and working with teachers, school authorities and Education department were common across project areas. Hence, a common outcome for these has been given in the above table.

Program Methodology:

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



Multiple ways were adopted to reach out to parents and convince them about the importance of education. We conduct one-on-one meetings as well as group meetings, street plays and puppet shows to convey the message effectively. The meetings are arranged as per parents' availability and timings and we provide them necessary support wherever possible.

1. Geographic Coverage

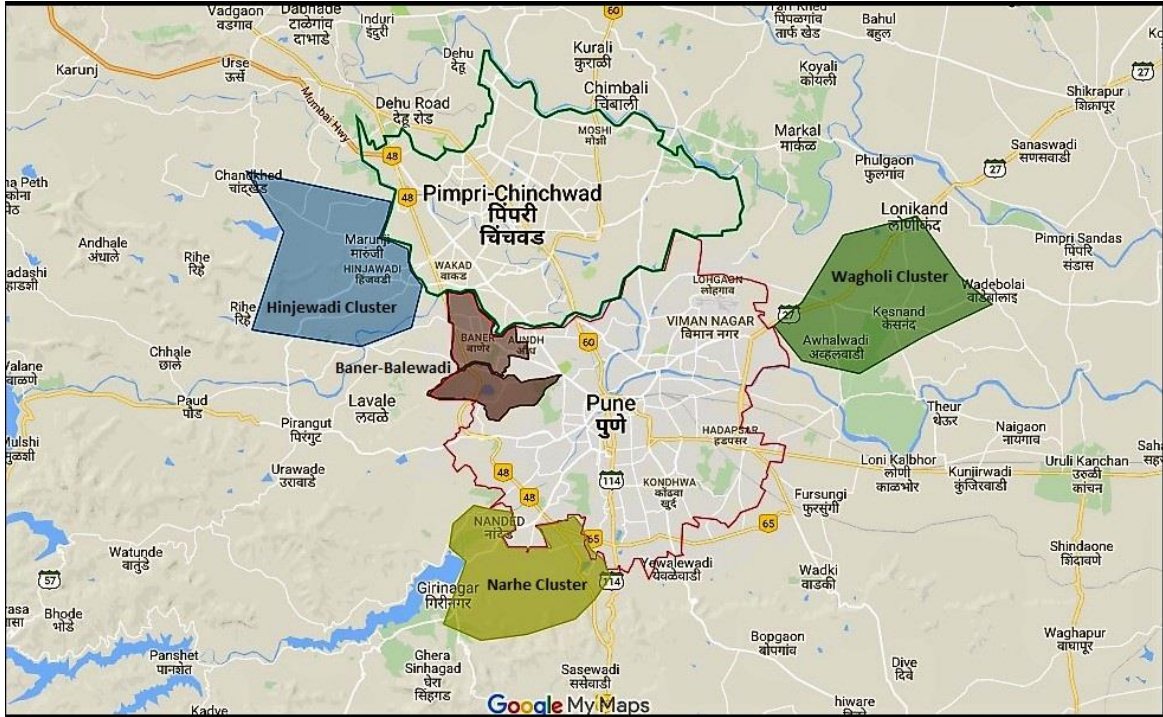
Program is being implemented in below areas since,

Narhe – 2017-18

Baner – Balewadi – 2016-17

Hinjewadi & Wagholi – 2015-16

We have phased out of Hinjewadi and Wagholi area as of March 2018 and will be conducting follow up of children enrolled to school; twice a year for next 2 years.



Map of PPCE coverage area

2. Activities

In a nutshell reach of the program as following:

- We surveyed 897 sites, identified 1223 children, who were out of school and enrolled 681 (55%) children to mainstream schools. 447 (36.54%) children out of the total identified, migrated before the enrolment process.
- We assessed 399 parents as PPCE focusses on working with parents and increasing their involvement in children's education.
- 318 (41%) children out of 780 children enrolled last year are continuing education as on February 2018.

Though objectives are different based on year of implementation in that area, activities remain same.

2.1 Survey

We conducted a baseline survey of the area for out-of-school children and identified 1223 children who were not attending school. Below table gives status of sites surveyed.

Area	No. of sites surveyed	No. of sites where children were expected / found	No. of sites with no children / labour camp or site closed	No. of sites where children are already attending school	No. of sites where other NGOs are working
PMC	325	124	114	79	8
Outer Pune	564	189	311	38	26
Total	889	313	425	117	34

Most of the children were from construction sites in Baner, Balewadi and Narhe. More than 70% of the families are from other parts of Maharashtra who have relocated to Pune in search of work. Remaining families come from other states like Uttar Pradesh, Karnataka and Rajasthan. More than 75% parents have completed primary education and moved to Pune for better work opportunities, but end up doing odd jobs to support their families.



A survey in progress

2.2 Increasing awareness

2.2.1 Preparatory camps: Preparatory camps are conducted to introduce children to the idea of schooling and develop their pre-reading and pre-writing skills. These help children to get familiarised with school environment and get them ready for formal school before enrolments begin.

This year we conducted 10 preparatory camps covering 149 children and enrolled 66 children to mainstream schools.

2.2.2 Parents meetings are the backbone of this program. At sites they provide a platform to connect with parents and educate them about the importance of education and schooling. Whereas in schools, they help in building rapport with the teachers and school authorities.

Meetings are conducted as per the availability of parents like late evenings, Sundays or holidays to reach more number of parents. One-on-one meetings are also conducted if required. Invites for PTA meetings are shared with parents and the timings are kept flexible to encourage parents to attend meetings as per their schedule. Usually the timing of parents meeting in school is kept in the morning for an hour so that parents can attend the meeting before leaving for work. But in the first academic session we observed that only 15% parents attended the meeting. So in the next session we decided to keep an entire school day open for parents to come and meet the teacher and discuss about the learning levels of their children. **A slight change of timing resulted in the increase in number to 68% parents attended meeting in school.**

Depending on the awareness and motivation levels of parents, sessions vary from spreading awareness about importance of education and provisions under RTE to taking complete responsibility towards continued education of their children. This is done by performing street plays or puppet shows and celebrating festivals and events with them to make it more interesting.



Parents' meeting in progress

In one of the meetings we organised games for women. Initially they were shy and reluctant to participate. But when we encouraged them and few started having fun, everybody joined in. Later they all exclaimed that they enjoyed the activity thoroughly and had never experienced any such thing before. They also requested us to visit again as they wanted to sing songs and dance with us.

Below table gives the details of parents meetings at sites and schools.

Area	Meetings at sites			Meetings in schools		
	No. of sites	No. of parents meetings	No. of parents reached	No. of schools	No. of parents meetings	No. of parents reached
PMC	17	29	317	4	6	105
Outer	42	70	1022	8	11	137
Total	59	99	1339	12	17	242

2.3 School Enrolment:

The objective of PPCE program is to achieve sustainability of children’s enrolment and retention in school through parent participation. With the start of academic session in the month of June 2017 and then throughout the year, all efforts are directed in enrolling out of school children to schools by the team and parents.

Most parents want their children to go to school, but they lack the necessary information and confidence to talk to school authorities. This results in children remaining out of school. Hence PPCE program was designed to work with parents to equip them with the right information and prepare them to complete the school formalities.

During the year April 2017 to March 2018 **we enrolled 681 (55.68%) children to schools from 1223 identified in survey.** These children were from 183 sites and enrolled across 55 mainstream schools with the cooperation of various stakeholders.

Enrolment by parents and team:

70% children have been enrolled by parents independently. This is a positive step towards parents taking responsibility of their children’s education. We have been supporting parents when required by working with them since the month of May and equipping them with necessary information.

Below table gives the details of enrolments done by DSS team and parents:

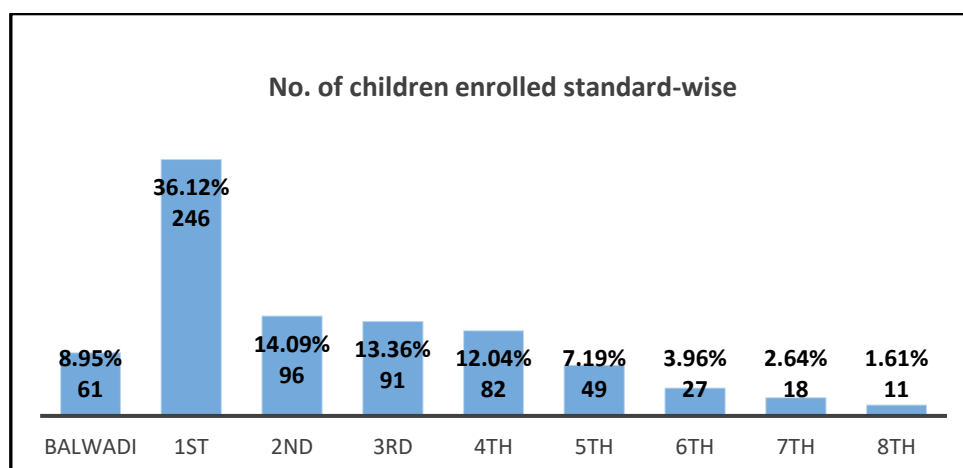
Enrolment done by	Year 2017-18
Parents	476 (70%)
Parents with support of DSS Team	156 (23%)
DSS Team with other stakeholders*	8 (1%)
DSS Team	41 (6%)
Total	681

*Stakeholders include teachers and volunteers.

156 children (23%) have been enrolled by parents with support of PPCE team. These parents were inclined in enrolling children to school; however they lacked the confidence to approach the school authorities and this is where our support helped them.

Age appropriate enrolment: It has been observed that if children are enrolled to school at the right age of 6 or 7 years, there are high chances of his / her continuing education. RTE also mandates enrolling children to age appropriate classes.

Below graph gives the details of children enrolled from Balwadi to 8th standard.



Observations:

- Maximum enrolments have been made in the target age group of 6 to 7 year olds. This is because parents bring these children with them wherever they migrate as they are young and dependent. Older children stay at native places and attend school there. This data was gathered from a survey conducted in one of our project areas.

3. School Transport

Mainstreaming out of school children is one of the objectives of PPCE program. However, merely enrolling children to schools is not enough. Transport plays an important role in continued schooling of children, which is an extra expense for parents.

Depending on the year of program, we work with parents to encourage them to take partial or complete responsibility of transport arrangement for children so that they can attend school regularly.

Mode of Transport	Narhe (Year 1 of program)	Baner - Balewadi (Year 2 of program)	Wagholi (Year 3 of program)	Hinjewadi (Year 3 of program)
By Walk	83 (60.58%)	133 (50%)	61 (48.8%)	138 (90.19%)
Transport by Parents	0	93 (34.96%)	64 (51.2%)	15 (9.80%)
DSS Transport	54 (39.41%)	40 (15.03%)	0	0

Observations / Analysis:

Narhe (Outer Pune - 1st year of program): 60.58% children walking to school in Narhe is a positive sign indicating parents inclination towards education their children.

Baner – Balewadi (PMC - 2nd year of program): During the 2nd year of program we expect parents to take partial responsibility of children’s school transport. In PMC area this is evident from 50% children walking to school and parents arranging transport for 34.96% children.

Wagholi and Hinjewadi (Outer Pune - 3rd year of program): The 3rd year of program is the phase out stage where parents are expected to take complete responsibility of their children's education and related responsibilities like transport. 90.19% children are walking to school with remaining 9.8% being escorted by parents or making arrangements for school transport.

4. Follow up of children

Our team conducts follow up of children enrolled to schools to track if they are continuing education or have migrated. Children with 100% attendance are rewarded with stationary, notebooks etc. to encourage them to continue attending school regularly and motivate other students to do the same.

Below table shows the follow up status of 2017-18:

Area	Enrolled	Continued	Dropped out	Migrated
PMC	266	181	27	58
Outer Pune	415	272	27	116
Total	681	442 (66.51%)	54 (7.92%)	174 (25.55%)

Attendance of children: It has been observed that 10% of those who are continuing education have 100% attendance throughout the year and more than 75% children have more than 80% attendance.

Out of 780 children enrolled last year i.e. 2016-17, 318 (40.76%) are continuing education as on February 2018.

We conduct regular home visits for children who remain absent from school to understand their issues and discuss options to mitigate them.

Dropout children: Children dropping out of school is a major concern especially with migrant communities. Children often drop out of school because they lag behind peers due to irregularity in attending school or lack of resources and support in studies at home. This year 54 children have dropped out of school out of total 681 enrolled. Few of the reasons for children dropping out of school are:

- Lack of parent's interest due to lack of awareness.
- Children losing interest as they lag behind in learning levels.
- Household chores and taking care of siblings due to lack of support system.
- Children either work or accompany parents to their place of work.
- School is far from home.
- Ill health affects continuity in school and hence children drop out.

To improve their interest in studies and bring them at par with school level we ran 6 support classes and reached out to 191 children. We did one to one teaching with 13 dropped out

children at their respective sites to improve their basic literacy. 3 children out of these resumed schooling and 6 children migrated to new location.

Migrated children: It is important to track migrated children to understand if they are continuing education. 174 children out of total 681 enrolled have migrated.

Below table shows the status of 174 tracked migrated children:

Area	Tracked & attending school	Tracked & not attending school	Not tracked
PMC	30	17	11
Outer Pune	58	40	18
Total	88 (50.57%)	57 (32.75%)	29 (16.66%)

Out of the total 174 children migrated:

- 145 (83.33%) children have been tracked out of which 88 (50.57%) children are attending school in the new location and 57 (32.75%) are not attending school.
- 29 (16.66%) children have not been tracked.

Different approaches for tracking migrated children

i) Education Guarantee Card (EGC): We distributed **151 EGCs to children across 14 schools.**

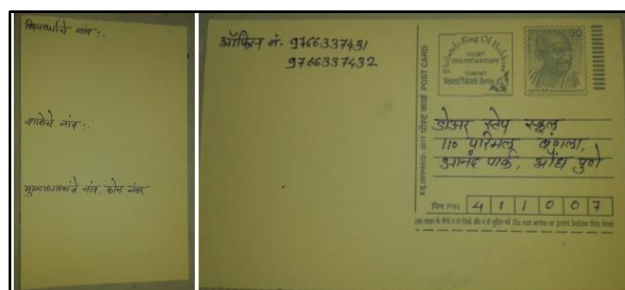
ii) Post cards:

A pilot ran this year and we have distributed post cards to 82 parents.

(For more information on these approaches, please refer to ECC Section)

iii) Follow up of children with Aadhar card:

Aadhar card is being made mandatory everywhere and schools are not far behind. Schools are asking for Aadhar during enrolment and so we also kept a track of children with Aadhar card. 72% children (496/681) have their Aadhar cards.



Post card shared with parents

5. Assessment of Parents' Behaviour

The program focuses on strengthening parents to take complete responsibility of their children's education despite of migration and other challenges. We talk to parents about importance of education for their children and their role in their children education. Based on interactions with parents and actions taken by them during the academic year, parents' behaviours are divided in 3 different categories: Motivated, Neutral and Opposing.

An Example is given below to explain the Behavioural categories used to assess parents during the 3 year program:

Scenario: Geeta agrees to send her child to school but does not bear transport charges.

Year 1: Geeta comes under “Motivated” category since she is aware about the importance of education and sends her child to school. Had she disagreed, she would fall under “Opposing” category.

Year 2: We expect Geeta to share transport responsibility. If she does, she continues to be in “Motivated” category else she falls under “Neutral category”.

Year 3: We expect Geeta to take complete responsibility of her child’s education, including transport. If she agrees, she continues in “Motivated” category and if she denies, she falls under “Opposing” category.

Hence:

Motivated parents require information and initial support mainly guidance for education of their children.

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

Indifferent or opposing parents require intensive work to be done at individual as well as community level; as this is a large, migrant group, speaks different language, is already separated from their roots and has lot of fear for children’s safety. The main task is of developing rapport and building trust.

The assessment of parents is done thrice a year:

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



Below graph shows the details of parents continuing in PPCE program across all areas with their behavioural assessment done after enrolment:

Year of parents in PPCE program*	Total parents reached	Continued	Motivated
2017-18	464	352 (75.86%)	258 (55.60%)
2016-17	238	238	205 (86.13%)
2015-16	73	73	65 (89.04%)

*Year of parent in PPCE program means

2017-18: Parents who have been identified this year i.e. this is their 1st year of the program.

2016-17: Parents who have been with us since 2016-17 and this is their 2nd year with us.

2015-16: Parents who have been with us since 2015-16 and this is their 3rd year with us.

More than 85% parents who have been with us for more than 2 years have been in Motivated Category and all of them have continued with us. Even though they migrate for work, it is being observed that parents are renting a place near school so children can continue attending school. This shows parents are interested and inclined towards educating their children. 2nd year onwards we expect parents to share the financial responsibility of their children's education. 3rd year we expect parents to take the complete responsibility of their children's education.

6. Stakeholder participation

Details of the participation of the parents, children, volunteers, school authorities, Education Department, and the initiatives run to encourage their participation are given below.

6.1 Shikshan Mitra:

20 Shikshan Mitras were appointed by us and 38 parents themselves took the initiative to be the change leaders in their communities whom we call Shikshan Mitras.

6.2 Shikshan Mitra Palak Gat:

20 Shikshan Mitra Palak Gat were formed reaching out to 175 parents through 135 meetings.



Shikshan Mitra meeting in progress

6.3 Maitrin Gat (mother's group): This is a pilot we conducted this year in Baner area to increase the involvement of mothers in their children's education. Children here are attending school but having very low learning levels. The aim of creating this group was to motivate mothers to improve their children's attendance in schools and academic levels. Majority of the mothers here were at home in the afternoon and had some time after all their chores and work was done. They needed encouragement and direction in how to take their children's studies.

6 Maitrin gat were formed with 36 mothers covering 43 children. The percentage of children who were able to read their textbook has increased from 9 children (20.93%) in July 2017 to 28 children (65.11%) in March 2018.

6.4 Balsamuh (children's group):

17 Balsamuhs were formed reaching out to 252 children through 123 meetings.



A Balsamuh Meeting in progress

6.5 Volunteer Participation:

Volunteers participated in parent meetings conveying the importance of education to parents. They contributed in events like celebrating National days, parent – children get together etc. Few volunteers also worked with non-enrolled and dropped out children to inculcate interest in studies and improve their reading and writing skills.

115 volunteers from various Corporates and institutions contributed a total of 391 hours.

6.6 Work done in Schools:

Positive attitude of teachers and schools play an important role in encouraging children attend the school regularly and continue schooling. Parent Teachers meetings in schools are a foundation for improving communication and developing rapport among parents and teachers. To boost and encourage teachers on the work they are doing, we celebrated Teachers' day across 9 schools with 106 teachers being a part of the celebrations. We showed DSS documentary in 16 schools which helped us to create awareness about the issue of education among migrant labour children and other underprivileged communities. All this reflected in 40 teachers participating in surveys to find out of school children, their enrolment and follow up.

6.7 Work done with Education department:

Meeting bloc officers: One of the challenges in enrolling migrant out of school children to school is the attitude of schools towards them. At times schools are not cooperative in enrolling these children as they migrate anytime depending on their parent's work. This year we worked closely with the Block Officers of Mulshi and Havelli talukas prior to enrolment period to seek their intervention. Our team shared the survey data and the list of out of school children with the Officers who in turn shared with school authorities. It was observed that with the involvement from the higher authorities, schools responded positively and were quite cooperative during the enrolment process.

Shikshan Parishad: As the academic year draws to a close, the education department had organized cluster-wise Shikshan Parishad. Aim was to assess the performance of schools in the cluster on 3 main points:

1. School Enrolment
2. Learning levels of children
3. Out-of-school children.

ECC team was invited to this "Shikshan Parishad" to present the work done with out-of-school children in respective clusters.

We shared the campaign methodology, activities and challenges faced in mainstreaming of out of school children while working with schools of 3 clusters - Holkarwadi, Manjari and Wagholi. It was indeed a good platform to share the experience of working with marginalized migrant communities. Teachers appreciated the work done by us and shared about the administrative hurdles they face because of frequent migration of these children without prior information. The ECC team also talked about use of EGC card (Education guarantee card for migrant children) to manage these hurdles.

7. Other Activities

7.1 Balak – Palak Melawa (Children – Parent get together): Parents of school going children are important stake holders in their children's education. To a large extent it is they who decide about their children's education and so it is extremely important to make them aware of their roles and responsibilities in their children's progress. We regularly organize 'balak-palak' (children-parent) get-togethers where a number of issues are discussed in an informal way - sometimes in a playful way to empower the parents and their children.

We reached 96 parents and 228 children through this activity.

Everybody likes to be appreciated and parents and children are no exceptions! Children's achievements are announced at these meetings and the parents proudly applaud their wards. Important issues are conveyed through story telling session which the parents and children not only enjoy but also remember.

These meetings help and encourage parents to:

- Increase their awareness about Right to Education and understand the importance of education
- Get accustomed to attending meetings in school
- Take responsibility of their children's admission process and regular attendance in school
- Understand formalities to be followed when migrating
- Ensure the child is enrolled in a school no matter where they go
- Exchange information about school events
- Discuss any problems regarding school
- Realize the importance of hygiene and clean environment
- Think about the future possibilities (such as various skill enhancing courses etc after Std VIII/Std. X / Std. XII).

7.2 Vocational guidance session: We conduct various activities and events for parents and children to increase their general awareness and give them information which will help them in future. A Vocational Counsellor conducted a vocational courses' orientation for parents and their children above 7th standard. **25 parents and 60 children attended the session.**

Similarly, we organised a visit for parents and children to Don Bosco Institute, which runs professional training courses for 8th and 10th, passed students. 4 parents and 9 children visited Don Bosco institute.

7.3 Children's events:

Our children participated in 2 Corporate Marathon events – 3DPLM and Spirit of WIPRO run event. These groups won 1st and 2nd prize in dance competition at 3DPLM. 2 children participated in Raman Young Science Innovator Award competition – for making science tools

A Few Special Stories:

People from migrant communities come to the city for earning with uncertain future but with hopes to return to their homes sometime. They are uprooted from their native places, without a sense of community belonging. The environment is not very welcoming for them at times. All these situations create insecurity, uncertainty and fear in them. And then there is struggle of day-to-day survival for fulfilling basic needs of food, shelter and safety. This is the way each and every day moves on without thought of future and children are deprived of education in-spite of having RTE. It is not intentionally that the parents are keeping children out of mainstream education; it's only a matter of priorities and unawareness. The project is creating space for education as a part of their day-to-day life. The efforts

are continuing with various interventions with aspiration for future but uncertain fate. In this process we come across some inspiring stories of individuals who go out of the way to help themselves and others. These stories give hope to the team to continue the journey:

Jogeshwari Slum – A story of change

Jogeshwari slum is on Kesnand road, Wagholi. When our team visited the slum, they observed there was a total lack of awareness and negative attitude about education and way of living. There was leftover food thrown anywhere, clothes and utensils scattered around and people in general were not motivated to educate their children.

People in this slum hail from Pimpri, Pune and Sangola, Solapur. They move around with entire family, with each family having 3-4 kids. Girls are not educated and now they are becoming reluctant day by day to educate their boys too because of unemployment issues.

DSS team was unwelcome here, the reason for which became clear later on: many organisations had approached the community earlier but nothing had happened. They felt social organisations worked with underprivileged communities for money. There was a complete feeling of distrust towards the team.

Children in these communities are helping hands for their parents. Hence sending them to school for 6 hours is perceived as a loss by the families. Further, parents gave reasons like school being far off, their apprehensions about children getting kidnapped or accidents happening on the way to school. In any case they were firm on not sending their children to school.

To build faith and trust among the parents, our team organized a 15 day camp in this locality. We arranged one-on-one as well as group meetings. We conducted street plays, puppet shows and showed few short films to emphasize on the importance of education. We engaged the children in various games, celebrated festivals, conducted educational trips and tried to build a rapport with parents and children.

Along with DSS staff, Government schoolteachers also visited the children to motivate them to attend school regularly. **Mr. Bagle** from ZP School, Kesnand paid a visit to few children for the same. One of the teachers **Mrs. Kadam** inculcated cleanliness and good habits in the children. Eventually few parents enrolled their children to school. Mrs. Kadam and Mrs. Kudre made it a point to invite all these parents to school to know their children's progress.

Once the parents could see, what difference going to school made to their children's life, they started taking education seriously. Now, they inform the school in case their children are unable to attend due to ill health. In absence of transport on some day, they drop the children to school, provide them with all necessary educational material. They even share their issues with teachers and attend meetings whenever possible to check on their children's progress.

There has been a marked difference in the children's as well as their parents' way of living. Children are taking interest in studies and learning to read and write. They are also interested in participating

in various school activities. They don't waste their time in collecting trash anymore; instead utilise their time studying when at home. All of them together try to keep their surroundings clean.

The children and parents are now so convinced about attending school regularly that when few of them moved to Baramati, they completed all school leaving formalities and enrolled their children to schools there. Parents are aspiring for their kids to complete graduation now and do not discriminate between boys and girls anymore. They are also willing to take all the efforts for their children's education.

Determination of a mother to educate her daughters

Site name: Bhadale slum

Parent's name: Najmabanu Anwar Shaikh

Children: Sababanu (6th grade), Umezoya (1st grade) and 2 younger girls.



Two years ago, Najmabanu Anwar Shaikh and her 4 daughters moved from Mysore to Wagholi, Pune. They started living in the Bhadale slum and worked in the cowshed of the owner, taking care of the cows and buffaloes.

Last year we enrolled Sababanu in 5th grade in a school in Kesnand and Umezoya in 1st grade in a nearby school. We collaborated with the parents for the transport arrangement and Saba started attending school regularly. Najmabanu walked Umezoya to school as it was nearby.

This is the last year of our PPCE program in Wagholi. We expect parents to be aware about the importance of education in their first year, take the responsibility along-with team in second year and own the responsibility in third year. Hence this year our team plans to phase out of Wagholi area and expects parents to take up entire responsibility of their children's education including transport. Since only Anwar is working and there are 6 people to be fed, it was impossible to pay for Saba's transport. As determined as Najma is to educate her girls, she started walking Saba to school every day, 3 to 4kms one way. Her parents were ready to take all the efforts for their children's education, but conditions were tough for them. Looking at their efforts, our team decided to give a free bus pass to Saba. Unfortunately, there was no bus on the road to Saba's school during the school timing.

Spending Rs.20 everyday on transport was a big hassle. Najma could not lend a helping hand to Anwar as she gets seizures. Walking Saba to school every day was also challenging because of her health. Finally, she decided to visit the school and talk to the teacher. They both agreed that Saba would come to school only on days they could afford transport. Within the 1st month of this arrangement, Najma realised that Saba missed school almost for a week in the entire month and this affected her studies. Najma was disappointed with herself that her daughter had to miss school because she could not provide her with money for transport. Keeping her health aside, she decided to take up housework in 1 of the nearby homes. Our team also decided to help them by sharing the cost of transport with parents.

This way Najma removed all obstacles in Saba's path to education.

Entire community making an effort

Site Name: Ayan site, Wagholi

Parents' names: Rekha and Laxman Aare

We met Rekha and Laxman Aare at Ayan site, Wagholi in the month of July 2017, during our regular survey. Laxman has no formal schooling whereas Rekha completed her education till 8th grade. Together they have 3 children, 6 year old girl named Dhanalaxmi and two younger ones. Rekha and Laxman moved to Pune from Karnataka in search of better opportunities and a better life. Unfortunately, they have to do whatever work they get at construction sites. Naturally Dhanalaxmi does not attend school and has to stay at home to look after her sisters, since both parents work.

When we spoke to the parents about enrolling Dhanalaxmi to school, both were reluctant because they did not have any alternate arrangement to take care of the younger girls. They were also concerned about the language only knew Kanada. Their neighbours who also hailed from Karnataka had enrolled their daughter to a school and she was doing fine learning Marathi. They shared their experience and suggested that Rekha could take her daughters to work with her as she did when Dhanalaxmi was small. Meanwhile we approached the school principal and discussed the matter with him. He was very cooperative and suggested that Dhanalaxmi's 4 year old sister could accompany her to class. We conveyed this to the parents and finally they agreed to enroll her to school. Dhanalaxmi soon started developing interest in school and her studies.

Finally, things started falling in place but Rekha and Laxman had to move to a different site. Now Dhanalaxmi, a 6 year old had to cross the Wagholi highway every day while walking to and from school. But her parents could also see positive changes in Dhanalaxmi since she started school. They did not want to interrupt her schooling. Therefore, despite all difficulties they decided to send Dhanalaxmi to school with their neighbour's daughter. Rekha and Laxman spoke to the site in-charge and started taking their younger daughters to work with them.

In this way everyone came together and worked towards sending Dhanalaxmi to school.

SCHOOL TRANSPORT

Mainstreaming these children is one of the prime goals of the organisation. However, merely enrolling them in schools is not enough. Providing school transport facility is a vital need to ensure that the children continue school and are also regular. Most of the time, the construction sites and labour settlements are away from city and schools in vicinity may not be within walking distance. Sometimes the schools are at walking distance but across a highway, making it very difficult for children as young as of 6 years to walk to school safely, without a transport facility. Parents of these children are unable to spare time to take the children to school. Hence, DSS transport facility plays a very important role to take the children enrolled under the above mentioned Community Based Programs (with the exception of Community Learning Centres) to school. Transport is provided through 5 DSS owned vehicles and also through privately hired vehicles.

The school children are accompanied by a teacher/ transport attendant to ensure safety of children being transported. Our Coordinators prepare the daily schedule of the vehicle from various sites to different schools and back. Supervisors monitor the implementation of daily plan and maintain records of children using transportation. We also have a transport committee which consists of 3 members from the senior management team and the transport coordinator. Thus, all the transport vehicles are Government rules and regulations compliant.

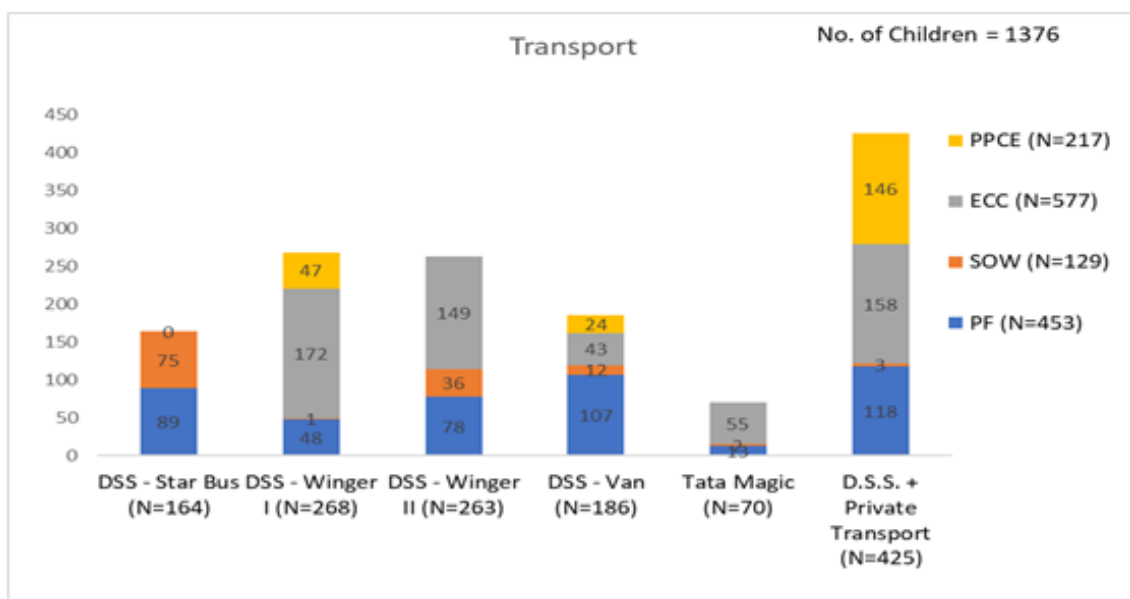
Below are the details of the area wise school transport availed by children under the Community Based Projects:

DSS Project Name	PMC	PCMC	ZP	Grand Total
Project Foundation (PF)	290	162	1	453
School on Wheels (SoW)	0	129	0	129
Every Child Counts (ECC)	64	341	172	577
Parents Participation in Children's Education (PPCE)	71	0	146	217
Grand Total	425	632	319	1376

While the children being transported are not only the ones enrolled to schools this year but also the ones we had enrolled in previous years, all the Community Based Programs have worked towards encouraging the parents to take responsibility of their children's transport with the twofold objectives of enabling the parents and being able to reach out to more children. We have seen positive results in this regard. This year 805 parents from all the above projects made provision of transport for their children. Additionally, 2960 children walked to school.

Below charts show Project and DSS Vehicle utilisation of school transport:

Project	DSS - Star Bus	DSS - Winger I	DSS - Winger II	DSS - Van	Tata Magic	Private Transport	Grand Total
PF	89	48	78	107	13	118	453
SOW	75	1	36	12	2	3	129
ECC	0	172	149	43	55	158	577
PPCE	0	47	0	24	0	146	217
Grand Total	164	268	263	186	70	425	1376



Meetings and trainings for the Transport Staff

The transport Coordinator and our vehicle drivers are the main driving force behind the school transport. Monthly meetings with them and the Transport committee (which comprises of the upper management team) are conducted. Apart from this, below trainings were also conducted for them:

- 1) Orientation of Door Step School, reverse training for drivers and SoW teachers
- 2) Importance of transport, roles and responsibilities of drivers
- 3) Safety of children (Session conducted by an external resource person)
- 4) Awareness about addiction, causes and results of addiction (session conducted by a resource person from a De-addiction centre 'Muktangan')

We have seen a positive change in the driving staff of DSS in that their confidence and feeling of belonging and responsibility towards the children has increased by leaps and bounds. The drivers get a platform to discuss their issues and give feedback/ suggestions in the monthly meetings conducted

Until last year, the drivers had trouble expressing themselves. However, this year they confidently presented the six month's transport data to the entire Door Step School Management team. They themselves mentioned that a few of them were unable to read till they had joined DSS and that they had never known what a 'presentation' is. They felt enabled after the presentation.

While doing school transport, drivers get some spare time in which they would previously relax but these days they read books. This has been an initiative of the transport coordinator who comes from a similar background as them. (he had joined DSS as a driver a few years back)

All of them started enjoying this new activity and they came up with an idea to contribute something to their organization. They all discussed among themselves and decided to donate books to DSS library for staff. They all contributed their one-day's salary to buy books. In February monthly meeting the transport team donated approximately 40 books to the DSS library. We observed that the books selected were few of the best reads. It is commendable that they came up with such an idea and selected the best of books on their own.



Books donated by the staff

A Few Special Stories:

Mr. Ramesh Shelar works on the School on Wheels bus in Ravet. One morning as he was on his way to work, he saw a young man covered in blood near the Railway track. He stopped to look, he tried contacting the police and the ambulance but neither came. He then got help from the locals and took the man to a hospital. He contacted the family members from the man's phone who arrived immediately to the hospital. The doctors said that a slight delay and they would have lost him. The man was an Engineer working in Mumbai who after meeting his relatives in Pune had left for Mumbai at 10:00 PM. The accident might have occurred at around 11:00 PM and was lying there bleeding till Mr. Shelar helped him in the morning at around 8:00 AM. His family was very grateful and praised Mr. Shelar and promised to help DSS in any way they could.

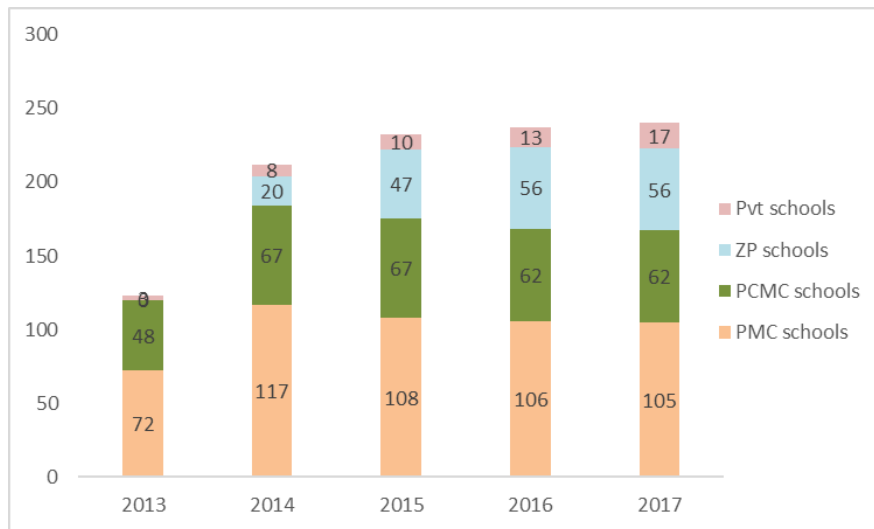
Mr. Omprakash Chavan: One day while a class was on inside the School on Wheels bus, a child approaching the bus fell down and got hurt. Mr. Chavan who drives the SoW, immediately rushed inside the bus and got the first aid kit and attended to the boy's injury. In this manner he put to use what he had learnt in training given to them by DSS training centre without disturbing the ongoing class.

Door Step School also hires private vehicles for school transport. One such private vehicle driver, **Mr. Vikas Chorge** has been providing transport for the DSS children in Kharadi for almost 4 years. Since this year the parents have taken up the responsibility of their children's transport. Mr. Chorge continues to provide transport however since all the transactions are taking place between directly him and the parents, there is not much interaction between him and the the DSS staff this year. But 15th February was a school holiday and since the project topic for the month of February was 'Vehicles' at all EACs, he himself suggested that he conducts a session with the children (since the school transport was not required that day) to show them all the parts of the vehicles and explain to the kids how it works. He planned this activity proactively and the children learnt a lot of new things and enjoyed it. That a private school transport driver is still so involved in the activities happening at the centre and shows responsibilities towards them is noteworthy.

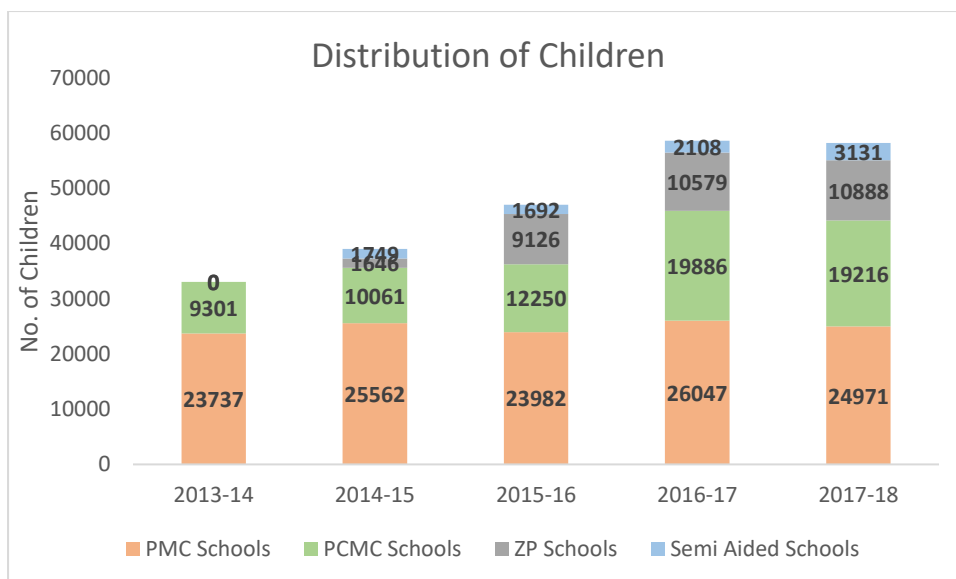
PROJECT GROW WITH BOOKS

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

In 2017-18 this program was conducted in 240 schools in Pune, Pimpri-Chinchwad and Mulshi area. Due to merging of PMC schools starting from October 2017, we ended up working in 231 schools. Starting with only 10 schools in 1999, this program has now extended its reach in last 5 years as below



Note: Though there is increase in the total number of schools, the number of PMC and PCMC schools number has decreased due to decrease in the number of children in these schools. Hence, we started working in ZP and semi-aided schools. We have also had opportunity to work in rural area due to this change.



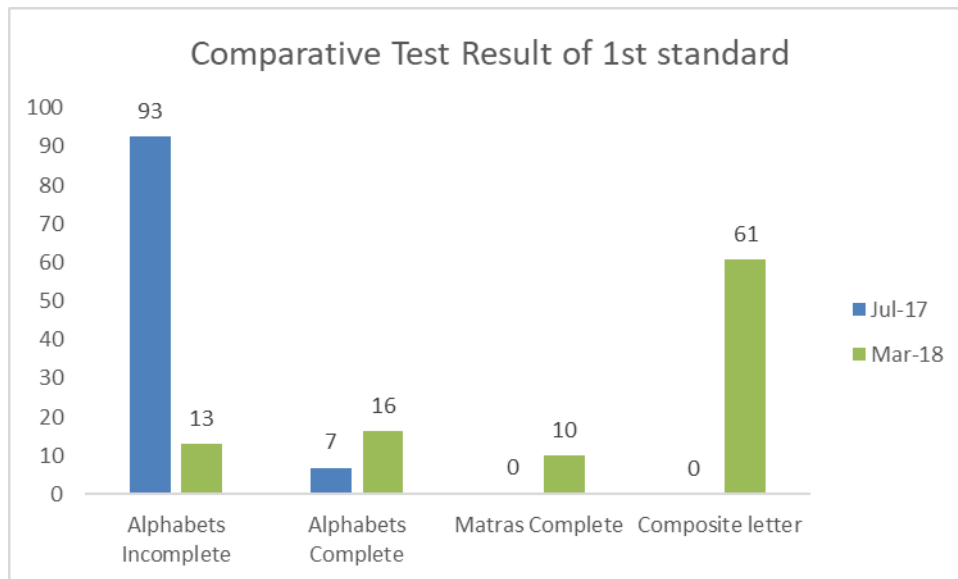
We covered 57,651 children from 240 schools in 2017-18. Though the project was started in 240 schools due to merger of schools, we worked in 230 schools at the end of the year. This year due to delay in getting permission from Pune Municipal Corporation, program was started in month of August. This project has three main programs as below:

- 1) First Steps Forward (FSF): 45 minute five days a week special sessions for 1st standard.
- 2) Reading Class Sessions: once a week 90-minute session for each class from 2nd to 4th standards.
- 3) Home Lending Library: children from standards 1st to 7th take books home to read.

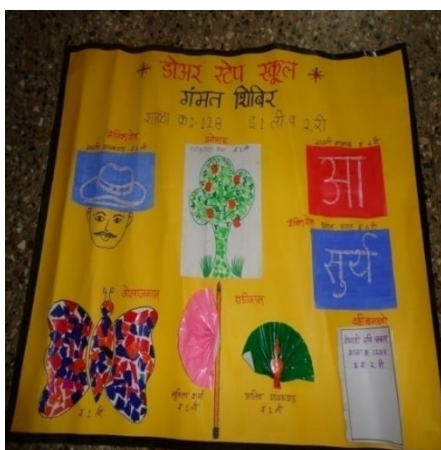
1. First Steps Forward

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

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



In 2017-18, 10,705 children from 1st standard were covered from 239 schools. 61% children can read their standard expected level.



Activities conducted in Fun Camp

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

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

These parent-child or sibling pairs are constantly motivated by the book fairy and the 'Best Pair' is even rewarded with a small token at the end of the year. This year 73% children of the Parent Pair have reached their expected levels and 66% of the Sibling Pair have achieved

success. We also enlist the help of fellow classmates in cases where we are unable to find a parent or a sibling. 33% of the 'Buddy Pairs' were successful in helping their classmate.



Buddy Pair



Parent given updates through Home Visit

In an effort to increase the participation of parents in their child's education we use certain methods. Parent meetings are organised with the initiation from school at least twice in an year. DSS is given a slot in these meetings. After introducing the organization and the work that we are doing in the school with the children, we typically speak about the importance of sending the children regularly to school, sending them neat clean and tidy, asking children about the work they do in school, communicating with the teacher about the child's progress and so on.



In case we are unable to meet parents during these meetings or they do not come to drop/collect their child from school, our staff does Home Visits. Home visits are done with 2 main objectives. The book fairy visits the homes of children who have irregular attendance or children who are lagging in their level and need extra help. Generally, these visits are done on the day and time when the parents are available at home. The book fairy communicates with the parent regarding the attendance or the reading levels of the child. She also shares the ways in which the parent can help their ward in the learning process.

This year 4842 houses were visited. From this 1272 children had irregular attendance, but after communicating with the parents on 1-2 occasions 806(63%) of them have shown improved

attendance. 3570 children were lagging in their reading levels but the communication with the parents helped 2555(72%) of them to show improvement.

2. Reading class (standards 2nd to 4th)

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

At the beginning of the session every child is given a book as per his/her reading level. The book fairy then goes to each child turn by turn and asks him/her to read at least 4 lines from the book given. This 'read aloud' session is to make sure that each child can read the book given to them. The vocabulary games are designed standard wise and are interactive. The song selected is generally sung by the book fairy and repeated by the children. The story telling uses mediums like reading, charts, puppets etc. In the sharing session, the children are encouraged to come forward and share a story, song or something that they have read. We could conduct 97% of the planned sessions. 27,580 children have been beneficiaries of these sessions. We have a book stock of more than 3 lakhs to cover more than 58,000 children from 1st to 7th standards. 67% children have read more than 25 books in these reading class sessions.



3. Home Lending (standards 1st to 7th)

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

Standard	Number of children who can read books	Number of children who take books	Number of books distributed
1st	8447	8445	1,08,611
2 nd	9907	9903	1,71,412
3 rd	7758	7723	1,43,463
4 th	7866	7861	1,41,177
5 th	6424	6243	1,03,834
6 th	6347	6193	99,899
7 th	6229	6081	94,156
8 th	871	799	8,002
Total	53,849	53,248	8,70,554

In both the Primary and Secondary section, 98-99% children have taken on an average 17 books to read at home in entire year.

Activities conducted under PGWB:

Colouring Activity - 1st standard children are given a colouring book which they keep with themselves throughout the year. One colouring activity is conducted every month. For standards 2nd to 4th the activity is conducted once in a year. 32,021 children participated.

Storytelling Competition – Children from all standards are asked to tell a story which is either from the books that they have read in the sessions or have heard in the session. Three winners are selected from each class based on the criteria of loud/clear voice, use of expression, voice modulation etc. 29,512 children participated and 4951 children were selected as winners.



Winners of a competition



Reading Competition

Reading Competition – The children from all standards are asked to choose a reading level appropriate passage and read it in a loud voice, with proper pronunciation. 3 winners are selected from each class. 23,945 children participated and 3363 children were selected as winners.

Essay Competition – This competition is conducted for standards 5th to 7th. Children are given topics and asked to write an essay. 7661 children participated and 1165 children were selected as winners.

Wall Magazine – This is an activity where reading material is prepared by children for children. Children from standard 4th to 7th are given topics and are asked to collect articles, write ups, photos or their own writings on the topics. Some of the topics are based on numeracy. The collected material is then pasted on chart paper and then put up on class walls or corridor walls where children can read it.

Comprehension and Self Expression – Children from standards 2nd to 4th are given one comprehension passage per month. Children from 2nd and 3rd standard are made to answer the questions verbally whereas the 4th standard children are asked to write the answers. The self-expression activity is also conducted once a month. Children are given a topic and they are asked to write their thoughts on it. The thoughts can be in form of an article, an essay, few lines, a poem or a picture.

Saptarishi – This activity is conducted to help children from 1st to 4th learn composite letters. The children are given Composite letter practise books. There are 7 types of composite letters and when the child successfully completes one type he/she is awarded a star on their hand.

Apart from this some special events were conducted. 15th October is celebrated as Vachan Prerna Divas. The birthday of Dr.Abdul Kalam is a celebration of reading. Various reading activities were conducted by the schools with the help of DSS.



Child Rights week was celebrated from 15th November to 20th November. Drawing activity, Exhibition based on this activity, Book Fair, sharing information on Child Rights by children, Skit on child rights etc. was conducted in selected schools. Book Fair was conducted in 9 schools and 5077 children, teachers and parents attended it.



Teacher Participation in Reading Sessions:

DSS has always insisted on the participation of school teachers in the reading sessions. We always communicate with the teachers the need and importance of this. The teachers do help us to keep the class quiet, but we ask for more. We ask for their active involvement in the sessions. The teachers have started helping us in the Read aloud session where they go to each child and ask her/him to read 4-5 lines from the book. In 1st standard the teachers sit with one group of children to conduct activities. But the percentage of teachers actively helping in the sessions is low, which we strive to increase. This year, on experimental basis we have conducted workshop with teachers from 5 PMC schools where we have explained the objective and need of all the activities conducted in reading sessions.

Bridge classes

“Bridge classes” activity is not part of PGWB, but while working in Mulshi and Maval at the behest of the school staff and the ZP officials we started conducting bridge classes. The need for bridge class also arose from the fact that many children are admitted to a certain standard as per their age, some of them are coming to school for the first time and need extra support; some are drop outs who have been re admitted. Currently we are conducting bridge classes in 35 ZP schools. 971 children have benefited from this program. Bridge classes are run on similar lines of First Step forward sessions. It is conducted daily for 35 minutes. Children from 2nd to 4th standard who are not even at the reading level of 1st standard attend these sessions. 60% of children have achieved the target and graduated from these classes.

Other Initiatives

School Management Committee (SMC)

SMC is a mandatory body for government schools which has come into existence due to Right to Education in 2009. The constitution of SMC is such that parents, teacher representative, school principal, student representatives, education specialist, community representative all come together for the betterment of the school. The parents constitute 75% of the committee. It is a highly effective tool, which can bring about improvement in learning environment.

DSS started working with SMC from 2014 in 40 schools. But this year we worked in 35 schools. Out of these 35 schools, 15 schools were newly introduced. This year Door Step School worked with 2 other NGO's on making the SMC's functional. In all 118 PMC schools were covered under this partnership of which DSS worked in 35 schools.

In the earlier years as DSS was working alone in PMC schools on SMC it was a learning process for us. We made changes in the approach as we learned along the way.

But this year as it was a collective effort, we decided on some common agenda which was implemented in all these 118 schools. Following were some of the common activities conducted ; Formal introduction of SMC members to the entire school, distribution of ID cards to SMC members, visits of SMC members to community kitchen, Shikshan Parishad held by the PMC etc. This common program along with active support from PMC helped in smoother implementation and greater visibility.



Based on our earlier experience DSS also conducted activities like workshops based on 'Roles and Responsibilities', 'School Development Plan', 'School Code of Conduct', 'Suggestion Box-A feedback mechanism' for the SMC members. Exposure visits were conducted to Mumbai and Velhe schools that have functional SMC's.

After working with SMC's for last 4 years, we are seeing slow but steady progress in the functioning of the committees. The attendance of SMC members for the meetings has increased to 80%. On an average, each school conducted 5-6 meetings this year. We also had one school, which has not conducted even a single meeting. By setting an agenda for every month the SMC meeting did not

depend on the School Principal for conducting it. The Chairman or at times the teacher representative could conduct meetings. Hence, the number of meetings conducted has also increased.

Children's Group

Children's Group is a forum for children to raise and discuss any issues/problems they face. DSS started establishing CG's in 2014-15. Since then our children have built leadership qualities, which they have demonstrated by performing skits on child rights in different schools. They regularly speak about it in their respective assemblies. These CG members are also actively participating in speaking about suggestion boxes and their use as feedback mechanism. Around 60 of these children have been nominated as children's representatives on SMC's. We have 30 CG's currently functioning in 30 schools. Out of the 60 members required as children's representatives in these 30 schools, 60% are CG members.



A few noteworthy mentions and testimonials:

SMC of Bavdhan School no. 153B :

DSS has been working with the Bavdhan School SMC for last 3 years. This year as most of their members had finished their tenure, a new committee was formed. There are 2 old members in this committee. As these members had attended various capacity-building activities in earlier years, they had an idea of their responsibilities.

The newly elected members have given a huge response to DSS. They have taken their role as SMC members very seriously. 7 of the 8 parent members were present for nearly all the meetings. The only one who has been a non-attende, is going to be replaced by the SMC members. 10 SMC meetings were conducted since July 2017. Members said that the trainings on Roles and Responsibilities helped them to understand their role in SMC.

Parent meetings, planning of activities for parents was done entirely by the members. Women parent who have a girl child as their only child were felicitated on Women's Day. Regular kitchen visits, supervising of mid-day meal activity by taking turns was done by SMC members. They even take care of the class when the teachers go for training, one member helps the 1st standard teacher daily. Follow up with parents whose children have irregular attendance is also done by these members. They have also enrolled 2 out of school children. Infrastructural needs like repairs of pipeline, getting a sweeper, request for new school building, request for playground for children etc. were made by the members. Members are also propagating use of suggestion box. They are addressing the complaints in it. The SMC has proactively decided to meet in April and plan ahead regarding the work they want to do in the coming academic year.

- **Anjali Mirali, 1st Standard**

This is Anjali Mirali. She is a Telugu speaking girl and both her parents are daily labourers. She is a 1st standard student living in Gosavivasti. She has a grandmother at home who looks after Anjali and her elder brother who is in 3rd standard.

Anjali was very unfamiliar with Marathi. She never paid attention to the teacher or the book fairy and roamed all over the class. She was not interested in the session.

One day the book fairy sat next to her and gave her a picture to colour. She just scribbled but that made her sit in one place for some time. Next the book fairy drew a flower on the floor and asked her to trace it with pebbles. She did that too. Since then the book fairy tried to speak to her as much as possible during the sessions.



Now she sits in the group, tries to read and write the alphabets. In June she did not know any of the alphabets but by end of December she knew 25 alphabets and kana and now she can read a books with composite letters!!

Suhani Malge, 2nd Standard

Suhani, daughter of Sunil Malge who works at Primary Healthcare Centre and Asha Malge who is a housewife. Suhani is a resident of Sainagar area in Paud and is currently studying in 2nd standard ZP school Paud .The conditions at home are moderately good.

When Suhani joined the school as a student of 1st standard she was youngest in her class. It was noticed at that time that Suhani could not retain the letters in spite of teaching them through various

games and activities. She would write the letters when she was made to but would never say them out loud. She used to sit quietly in the class and would be upset that she could not read.

On studying the above case, the following approach was taken to teach her alphabets. In the beginning, she was given letters to write and then practise them through various activities and games using teaching aids. She completed all the 44 letters. Once she learnt the letters she was given a book "shishuwachan 1 ". She was excited to see the book and immediately started reading it so much so that she kept asking when she would get another book.

Suhani is currently in 2nd standard and attends the Bridge Class. During the home visits, on speaking to her mother it was understood that the parents help her in her studies.

As Suhani kept on reading more and more books she gained a lot of confidence and started asking doubts about the words she could not understand. Further she was continuously given practice of reading and writing new words. Through this practice and a lot of different activities Suhani has now learned to read composite letters and now has a new-found confidence!

A new Initiative

Second Step Forward(SSF):

Introduction:

A new initiative designed to improve the reading and writing abilities of the 2nd standard children was introduced from September 2017. Door Step School has always brought innovations in the existing projects.

A new project was introduced by the government in PMC schools this year which focuses on remedial class from 3rd to 7th standard. DSS has been conducting a special project for the 1st standard children from 2011 which strives to enable the children to read their standard appropriate level called First Steps Forward(FSF). But this project does not focus on writing. A thought was initiated to introduce writing too.

A program was designed such that when a child goes through this program in 1st and 2nd standard he/she will be able to read and write as per the expected level along with comprehension. The objective of this project is to minimise the number of children in 3rd standard needing the remedial class.

Developing the project:

Initially, the teaching methodology of the remedial classes and that of DSS was studied in detail. The components that need to be focused so as to achieve the objective were identified. A new 9 step teaching plan was devised. This plan consists of weekly distribution of reading, writing and comprehension syllabus. This outline was then discussed in detail with an education specialist who also has the experience of PMC schools. Once finalised, a method to maintain the reading and writing levels of children was finalised. Meetings with PMC were conducted to apprise them about the project and get the permission. Once the permission was granted the implementation process began.

A team was finalised to work in these schools. They were also trained for conducting these sessions. Along with the existing teaching aids few new ones were also designed. With all the preparations in place on experimental basis the project was introduced in 2nd standard in 10 schools from the month of November.

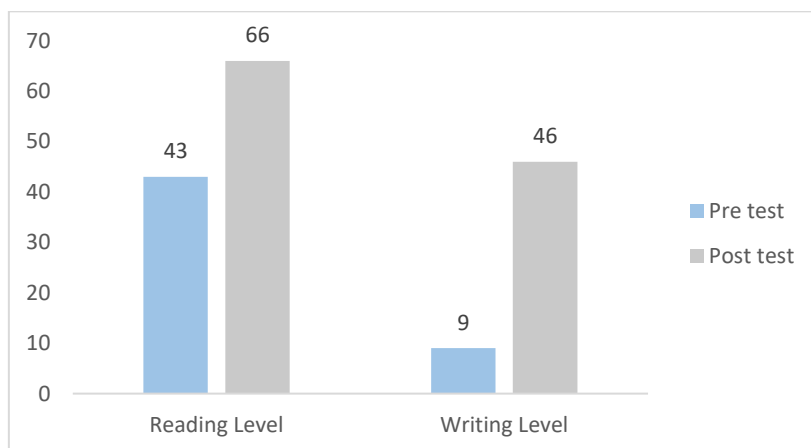
Pedagogy:

Everyday a session of 45 minutes is conducted. The session consists of: taking attendance(5 min), song/story(5 min), reading(10 min), writing(15 min), copywriting(5 min) and dictation(5 min). A pre test was designed and was administered to few students. Based on the observations and discussions with the education expert, the paper was finalised with few changes. The test was then administered to all the students. A similar test was also conducted at the end of the academic year.



Results:

The comparative pre and post-test results can be seen in the graph below:



Monthly data maintained for the reading and the writing levels together show that 45% of the children are in the expected levels of both reading and writing.

Our observations show that children have started writing properly, they are also reading with proper punctuation marks, they are doing better with dictation.

Project Grow with Books with other Organisations:

- CASP: The organization approached us for implementing this project in their intervention area. This is the second year of this association. As they increased the number of intervention schools, they hired more staff. Hence, training, monitoring visits, monitoring meetings were a big part of the second year too.
- READ network: It is network of 5 NGO's that have adopted the reading class model. An educational fair called 'Chala Vachan Ranjak Banvuya' (Lets make Reading interesting) was held under this banner. This was based on the concept of reading, tools for reading and various reading material. Each NGO selected a topic and displayed it on their stall. School teachers, anganwadi workers and other officials visited the fair.
- A 'Balak Palak Melava' was also conducted where along with the children their parents were invited to experience the various teaching tools and methodology which can be used to teach children. DSS students also demonstrated working model of Volcano and other small scientific experiment. This stall was very popular with the children as well as the parents. A puppet story stall was also one of the attractions.
- An intensive workshop on understanding comprehension was also conducted for the partner NGO's. Activities are to be designed based on comprehension so as to make it a part of Reading classes in future.

TEACH THEM YOUNG

This program was started in PMC and ZP schools in 2016 to inculcate good eating habits and create awareness about the importance of using sanitation facilities correctly at an early age. It is seen that children readily develop good habits if taught at an early age and grow up with an awareness that makes them into responsible adults.

This program is aligned with ‘Swachh Bharat Abhiyaan’ and it aims to transfer the responsibilities of developing good cleanliness habits among young children after working with a set of teachers and students for three years.

This year, the program was conducted in 35 schools - 30 continued from last year and five new schools were added this year. Based on last year’s experience, we conducted the program right from the ‘Balwadi’ (pre-primary) to Std.IV students covering 11,407 children.

Program was implemented as follows:

1. Depending on the number of children, two or three Book Fairies were assigned to help develop good habits in children. Using pictures and diagrams messages are conveyed to the children. Story and song sessions are part of the program.
2. They checked and kept a daily record of the bathrooms, drinking water areas, dining areas, general safety features in school.
3. Made on-line complaints to the ward office using “Swachh app” and kept a track of them.
4. Conducted discussions, had practical demonstrations, and then gave suitable instructions on how to use the toilet facilities.
5. Put up posters with relevant information, conducted story-telling and song sessions to reinforce the message of cleanliness and good habits.
6. Showed films related to these topics.
7. Children from Balgat were trained to identify and inform teacher and book Fairy about issues related to bathrooms, drinking water etc. Parents of students play an important role and hence, interacted with them to spread the message of cleanliness.
8. Principals and teachers were shown how to use the on-line app facility for making and tracking complaints.
9. Interacted with the ward officers and other workers and explained to them the aim of this program.

Good habits:

At Mid-day meal time:

- Wash hands before and after meal
- Sit in a clean place in rows and say a prayer before eating
- Take only as much as you can eat; do not waste food
- Pick up any spilt food and throw it in a assigned place

For developing cleanliness habits:

- Giving suitable instructions for how to use toilets
- How to flush with sufficient water
- Using only toilets and not any part of school compound



Support Activities

A. Parent Meetings for the Balwadi parents

Parent meetings were conducted in 26 schools and following points covered:

- Importance of good habits while eating in school and using toilet facilities
- Importance of following the same rules at home
- Importance of balanced diet
- Giving each child two hankies to be used in school
- Spending time and talking to the children on regular basis

Out of 1415 parents, 749 balwadi parents (53%) were covered.

Vandana Jadhav, a parent from Bhairavnagar, tells us that her daughter **Sandhya Jadhav** tells her entire family how and when they should wash hands, brush their teeth and how much water they should use to flush after using the toilet. She insists all family members follow what her teacher has told her in school.

B. Activating BALGAT

These are groups of 10 – 12 children selected from 26 schools. The aim of each Balgat is that children themselves take responsibility for each class and guide and encourage other children to follow good habits. They give similar instructions as the implementers and set an example for others to follow. They have become very responsible and take their duty seriously.

The Balgat in Sadhunana School check if the toilets are clean. If not, they report it to the principal who then calls the person responsible for cleaning.

In Sutarwadi School, the Balgat children ensure children come to the dining hall on the third floor in a disciplined manner.

One Balgat visited Syngenta and explained to them what their roles and duties are and how they implement them.

C. Using “Swachch app” for improving school infrastructure facilities

To implement all the above, schools require necessary infrastructural facilities. To help get them repaired/replaced all complaints are given on-line to the respective ward offices. Last year 38 complaints were made of which 22 were attended. Three types of complaints are made –

Civil Department; 2) Health Department; 3) Electricity Department

Following table gives a picture of the number and types of such complaints:

Department	No. of Complaints	No. of Complaints Resolved
Civil	67	34
Health	78	63
Electricity	11	8
Total	156	105

Out of 156 complaints, 51 complaints are in process and 81% Health complaints have been resolved.

Our last year’s experience has taught us that it is important to interact with the Ward officers and explain to them our requirements for a quick resolution of a problem. Hence we interacted with the six ward officers and it has helped us in resolving many issues.

Change in Karvenagar School 117B



Before



After

Change in Mahamadwadi School 23B



Before



After

Outcome:

This program has encouraged school teachers and principals to become more aware of the cleanliness of their school and make complaints on-line and pass the information to their supervisors. They actively participate during the mid-day meal.

The principal of Karvenagar school noticed that on-line complaints were attended almost immediately and so he learnt how to make complaints using the ePune connect app. He then asked all the school principals under the Warje Ward Office for a meeting on 30th December 2017 in the Karve Nagar school. The TTY program details were shared with them. Information about the PMC app 'Pune Care' was given and a demo of how to use the app was also given to about 40 people.

Encouraging all workers in schools:

During our rounds of inspection of toilets, we noticed some of the workers doing cleaning school toilets very sincerely and taking pride in their work. DSS decided to honor eight such workers from Warje and Hadapsar wards by giving them a certificate. This function was held in the ward office's hall as more than 50 people attended. The ward officers told the school principals that they should give all their infrastructure complaints for classes from Balwadi to senior school and they would attend to them on a priority basis.

Positive changes due to this Program:

- Schools support this program
- Students have started displaying good habits
- Teachers have started making on-line complaints
- Co-operation of mid-day meal distributors has also increased

‘PARIVARTAN’ TRAINING CENTER

The objective of the Parivartan is to provide training to the Door Step School staff for improving their skills and capacities so that they can implement and deliver the project objectives.

Training topics are decided on basis of below criteria:

- Project requirements: Lessen the gap between employees’ skill and requirement of their job
- Feedback received from management/supervisors about employees

1. Trainings conducted for DSS staff:

Below trainings were conducted for the DSS staff members:

Project	Training Type	Duration in days	No. of Sessions	Staff trained
Project Foundation	Teachers Refresher Training*	1	54	219
	New Teachers Training	15	2	26
	Project Sahyog	1	1	6
Management Training	Directors, Area Co-Ordinators, Unit heads	1	2	11
	Admin Back office staff	1	1	25
	PF Coordinator / Supervisor training	1	7	32
	PGWB Supervisor training			
	PGWB Coordinator / Supervisor training	1	5	32
	PPCE – ECCC Staff Training	1	7	29
Trainers Training	By External Resource person	1	1	12
Transport Training	Drivers Training	1	2	14
Project Grow with Books	New Book Fairies Training	5	3	56
	Book Fairies Refresher Training**	1	62	287
	Training by Resource Person	1	4	53
	Total		153	819#

* About 219 teachers underwent monthly refresher trainings. We made 6 groups of teachers (app 32-35 each) for this.

**About 324 Book Fairy underwent refresher training. We made 9 groups (app 32-35 each).

New teachers and new book fairies has been counted doubled as they have attended both New Teachers/New Books Fairies trainings and Refreshers trainings.

2. Trainings conducted by external Resource persons:

Apart from trainings conducted by Parivartan team, trainings on Comprehension, Assertive Communication, Child Sexual Abuse awareness, were conducted by resource persons. 86% of total trainings conducted were imparted by inhouse trainers. Below are details of trainings conducted by resource persons:

Subject	No. of sessions	To whom
Comprehension	4	PF Co-ordinators and Supervisors
<i>Anandani Jaganyashthi</i>	1	
Assertive Communication	1	PGWB Co-ordinators
Shikshan Mitra	1	ECC & PPCE Staff
Importance of Savings	1	
Street Play	3	
Photography	1	
Communication Skill	1	ECC & PPCE Staff
Vision Alignment	1	Associate Directors
LFA	1 (3 days)	
De-addiction	1	Drivers
GST	1	Back office Staff
Child Sexual Abuse Awareness	2	PGWB Book fairies
Use Notification toolbox	1	PGWB Book fairies
Balgat	1	



3. Capacity building of training team:

To build the capacity of trainers, various field visits, exposure visits and trainings were attended by trainers:

Organisation/ Resource Person	Subject	No. of attendees
Swadhar*	Early Childhood Development	1
Knowledge Whiteboard*	Case Study	2
Khelghar	Geometry	2
Read Network*	Comprehension	3
PMC*	Saksham Program	2
Shikshan Mandal*	Mulbhut Vachan Vikas	1
Save The Children*	Child safe guard policy	1

*These trainings were conducted for/ attended by other DSS Programs

4. Trainings conducted by Parivartan team for other organizations:

Along with DSS staff, trainings were conducted for other organisations like Asha Kiran/New Vision, Swachch and CASP NGOs. Details of trainings are given below:

Organization Name(staff)	Subject Name	No. of days	No. of Participants
CASP (teachers)	Marathi reading	3	19
	Mathematics	2	20
	Supervision	1	10
CASP (Coordinator & Supervisor)	Observation & Feedback	1	6
CASP (Coordinator, Supervisor & teachers)	Mathematics Ability	1	21
	Following & Feedback	1	20
	Child Sexual Abuse Awareness	1	21
	SMC Identity, Role & Responsibilities	1	20
	Child Development	1	18
	Multiple Intelligence	1	18
KKPK Panchayat Samiti (Swachch)	Marathi & Math ability test	1	40
Asha Kiran / New Vision Foundation	Language & Math Teaching Aids	1	17

5. Annual exhibition on “Abhivyakti” (Expression)

This year topic of exhibition was अभिव्यक्ती. This exhibition was held from 10th Jan to 17th Jan 2018 at the Annabhau Parivartan training center.

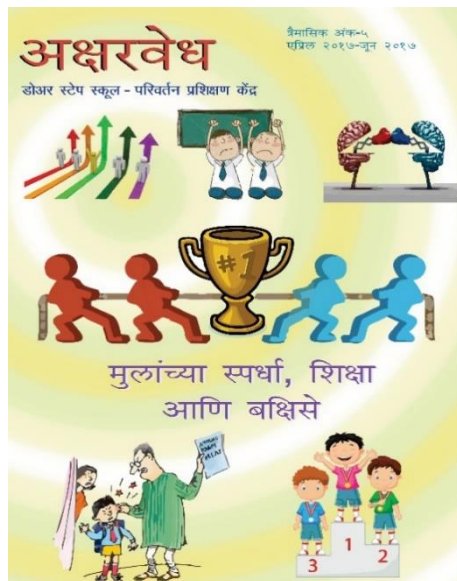
Different themes for exhibitions are selected based on staff requirements every year. Last year the topic was Reading comprehension (आकलन). Hence this year Expression (मी व माझी अभिव्यक्ती) theme was selected. 856 DSS staff members, Government school teachers, and members from various NGOs visited the exhibition.

Children express their experiences and feeling in different ways. As a parent or teacher how to analyse these expressions of children and also understand the thoughts of children was one of the important aspects was explained in the exhibition through various charts, models etc. The expectations, emotions, likes and dislikes differ based on the age group, and based on this how elders should react and help them was explained in the exhibition.



Exhibition on 'Expression'

6. 'Aksharvedh': Quarterly Magazine



Parivartan training center started a quarterly magazine 'Aksharvedh' in 2016-17. The objective of Aksharvedh is for the trainers to research on various subjects and put together articles for the Project staff's benefit.

Since the beginning of its launch, 8 issues of Aksharvesh have been published. The topics covered this year are given below:

1) 5th Edition

Topic 'Competitions, Rewards and Punishments': This edition covered different points such as: types of rewards and punishments, their pros and cons and their place in the current education scenario.

2) 6th Edition

Topic 'Multiple Intelligences': This edition focused on the 'Multiple Intelligences' principle of Howard Garnier and included points such as how to recognize inborn intelligences, types of intelligences, views of different Psychiatrists on multiple Intelligences, roles of elders in recognizing intelligence, tools for Multiple Intelligence.

3) 7th Edition

Topic 'Project Method': This issue covered the objectives, importance and methodology of use of Project based teaching method in education. It also explained the role of Parents and teachers in it and also discusses views of psychologists and educationists. Various tools available for project based Method were also covered.

4) 8th Edition

Topic 'Pre-Primary Education': Various aspects of pre-primary education including theories & views of psychologists and educationist were covered. Tools, roles of parents and teachers and obstacles were also covered.

7. Manuals developed by Parivartan

Various manuals are prepared based on need of specific team.

- Annual exhibition booklet- Last two years, a booklet of all charts/displays in annual exhibition and respective details is prepared for future reference
- Supervisors manual on Importance of Games.

ROLE OF VOLUNTEERS

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

Door Step School sincerely appreciates their contribution in:

- Teaching and conducting activities across all our centers.
- Making teaching aids.
- Arranging picnics and celebrations on special occasions.
- Actively participating in all our programs.
- Contributing toys, story books and other educational material.

A few stories showing how volunteers can help make a change:

Shalini Sanmotra has been volunteering with Door Step School since almost 2 years now. This year she has been dedicatedly teaching around 10-11 children Algebra and Geometry. She focuses on the children from 8th, 9th, 10th standards. One of our smart students Priyanka Mhaske is now in 10th Standard whom she used to teach Algebra and Geometry too. In her Unit Test, Priyanka scored well in all subjects except science in which she only got 4 marks. Shalini, hence started helping Priyanka with Science as well. Shalini's and Priyanka's efforts bore fruits when she scored 25 out of 40 in her next examination. In November Priyanka got a cheque of Rs.500 from her school because she had not only done well in all the subjects, but she also scored above 80%. Both Shalini and Priyanka were elated.



A couple of children from 8th Standard were struggling with History and Geography in school. **Dinesh Bhonsale**, a UPSC student has been volunteering with Door Step School since a while now. He decided to take up History and Geography with this group of children. He began teaching them and also guided them on preparing for the exams. All the children got full marks in their Unit Test conducted in January right after that

We would like to take this opportunity to thank Shalini, Dinesh and many other volunteers like them who help us support these children better:

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<p>Individuals:</p> <ul style="list-style-type: none"> • Madhukar Sharan Bhatia • Malti Sharad Kelkar • Neela Ashok Dabir • Nitin Keshav Paranjpe • Pratibha Pratap Kane • Rahul Dilip Shah • Sagarika Chatterjee • Sameer V. Raikar • Sharad Ghanashyam Wagle • Sharmila Nitin Paranjpe • Usha Chand Nair • Vinay Chandra Awasthi • Vinayak Pai • Vineet Bhatawadekar 	<p>Other:</p> <ul style="list-style-type: none"> • Inner Wheel Number Five • N G Paranjape Pratishthan • Shri Babulnath Mandir Charities • BMM of North America • CASP Shikshan Project • Tara Mobile Crèche
<p>Builders:</p> <p>102 Construction Sites (throughout the year) 74 Builders from 102 construction sites</p>	
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