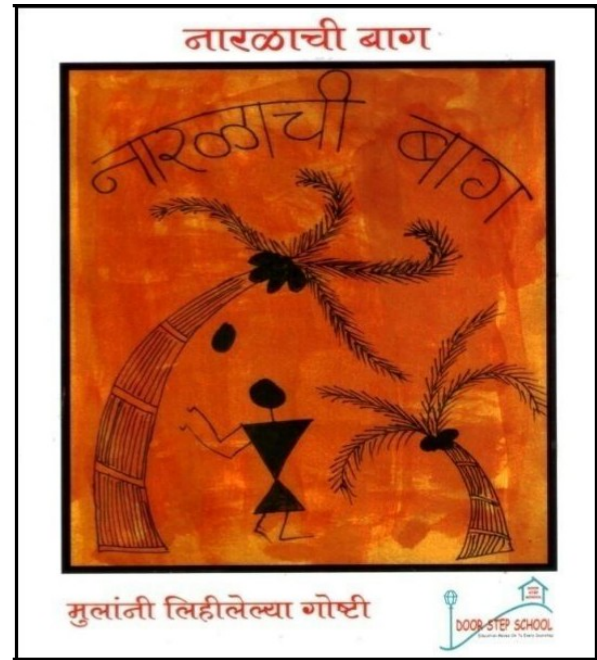
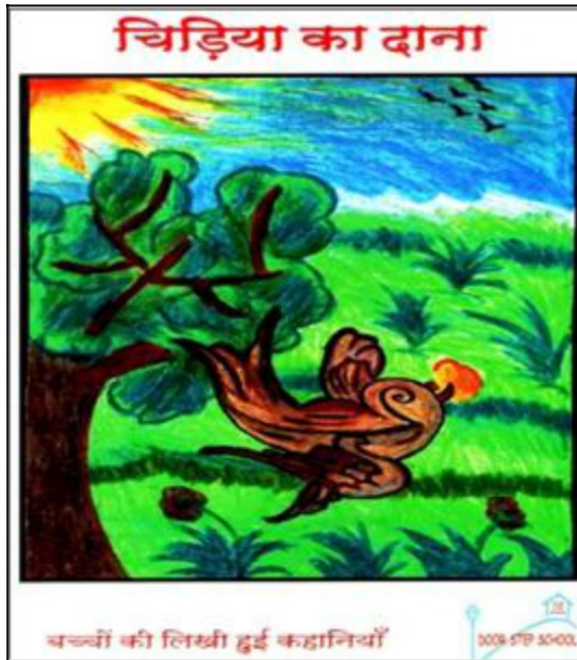


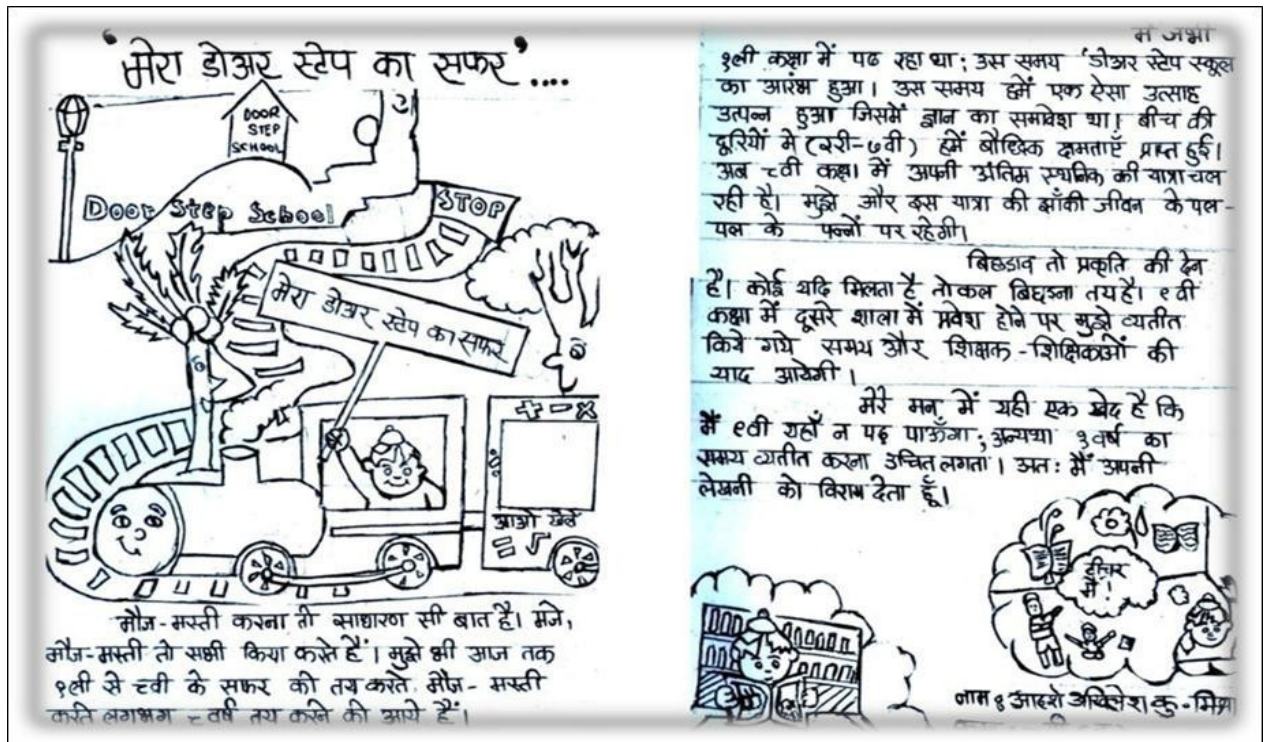
Annual Report 2018-2019



STORY BOOKS WRITTEN BY CHILDREN



HAMARA AKHBAR



FOREWARD

Dear Friends,

This year, as most of those gone by, has been one that has brought some significant new ventures.

An opportunity that has allowed us to reach out to people around us telling them of our work was given to us by the Marathi Daily, Loksatta, in the form of a fortnightly column, “Shikshan Sarvansathi” in their supplement, Chaturanga. Each fortnight as I, Rajani, sit down to pen the column sharing our experiences and learnings from our work over the years, I become more aware that we still have a long way ahead.

This awareness may have been what sowed a seed that has now grown into a sapling in the form of the ‘Networking And Nurturing’ program. This program is an effort to go beyond our own geographical reach to benefit children of generally marginalized communities, specifically those that migrate seasonally. We share our know how to enable other organisations to bring reading skills to children in 120 days through various innovative programs and teaching methodologies. This year 2 NGOs - Caring Friends in Ahmednagar and Disha Samajvikas Sanstha, Barshi, Solapur participated in this. DSS team members spent time with these organisations in their respective locale to train 14 of their staff members and reached out 234 children.

In Mumbai, was another partnership has allowed us to influence the education of preschoolers in the municipal schools. The MCGM offered us the opportunity to run balwadis in their schools. MCGM supports the running of these balwadis financially and gives us use of the premises. In turn, the classes benefit from Door Step School’s expertise in this sector and the teachers were given necessary training for it. This year we took on 8 balwadis as an experiment and will probably be able to take more under our wing in the coming year.

With the experience of successfully running School on Wheels concept we have decided to extend the scope of this experiment. In most of the communities and schools where we work, we also provide opportunities of accessing books and reading material. To reach out to more number of children and provide them access to reading, we have started Mobile library van in Hiranandani Akruti from this year. The response from children and community is very encouraging for this new initiative. The uniqueness of program it is run by our experience teacher who also trained as a driver to commute.

Rajani Paranjpe
Founder, President

Bina Sheth Lashkari
Secretary, Director

About Us

The Society for Door Step Schools (DSS) was set up as a registered nonprofit organization in Mumbai in 1989 by Mrs. Rajani Paranjpe, her student Mrs. Bina Lashkari and other colleagues from Nirmala Niketan College of Social Work. Expanded to Pune in 1993, DSS continues to evaluate the educational needs in the community and develop strategies for addressing them.

DSS aims to bring education to the door step of children from under-privileged backgrounds like those of construction sites, temporary and permanent slums, pavement dwellers, seasonal migrants and the like. Through its Community and School Intervention programs DSS has been trying to address the 3 main issues of primary education: Non-enrolment, wastage and stagnation. DSS also works with parents and community to raise their awareness and increase their participation in their children's education in order to make the programs sustainable; as also with the government towards improving the quality of education.

Vision

To be an instrumental force that brings development to children.

Mission

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

Goal

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

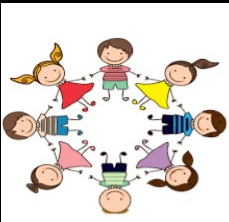


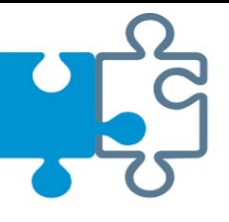


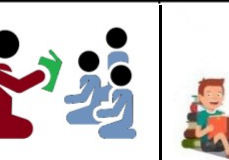

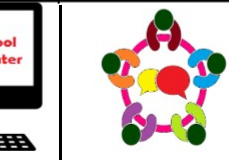
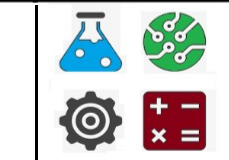






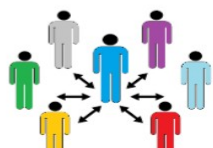
Message from Director

It is my privilege to present Door Step School Annual Report for the year 2018-19. I always believe Education is a human right and if it is exercised by all, it can be a single most transformative force for good in our society.

In India, millions of children are not able to receive education. It is not because they or their parents don't want it but because their financial conditions force them to work to earn a living and it is a vicious cycle. The expansion of School on Wheels, our pioneer program in running mobile schools and libraries since past 21 years, is one of the successful examples of reaching out to the most marginalized children at their Doorstep. These children face a lot of hardships and it is difficult for them to adapt. So we begin by teaching basic human values and discipline before teaching them reading, writing, maths and language.

The major success of our organization lies in the consistent team work towards the goal and continuation of staff working with the organization for more than 15 years. From working in 3 schools in 1999 to 34 municipal schools across 7 wards of Mumbai in 2018-19 we have come a long way. It has been a challenging journey, but an extremely rewarding one. The journey has taught me that happiness doesn't come from getting, it comes from giving!

Door Step School Program Model

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

Outreach 2018-19

Programs	Mumbai	Pune	Total
Direct - Community Based	11192	14174	25366
Municipal School	11874	59310	71184
Total	23066	73484	96550

DOOR STEP SCHOOL, MUMBAI

At a Glance

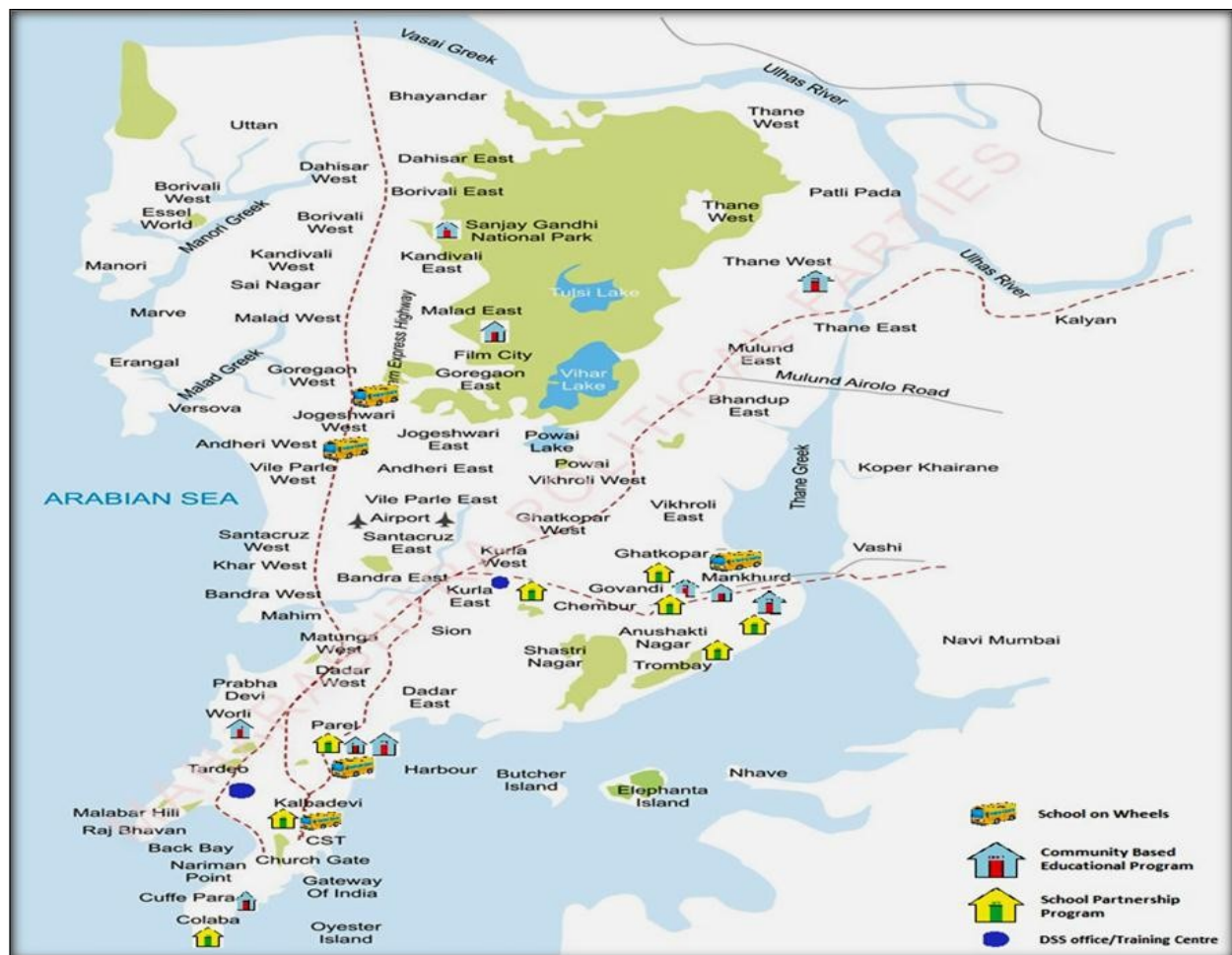
1989-1999	2000-2010	2011-2019
<ul style="list-style-type: none"> • DSS,Mumbai started its first Balwadi and NFE Class in 1989 • Started Library program in 1991 • Door to Door library program initiated in 1992 • First Hamara Akhbar published in 1992 • Study class program commenced in 1992 • DSS Pune opens in 1993 • 1998 First SoW pioneered in Mumbai • Initiated School Partnership Program with MCGM in 1999 • Working with around 15000 children across 4 communities in Mumbai 	<ul style="list-style-type: none"> • Started work with young adolescents through Balsamuha program in 2001 • First Computer Center at Colaba in 2003 • Community Learning Center established in 2006 • Reading Promotion program started for schools in 2010 • Mental Health Project started in 2009 • Work with communities expanded from Mumbai to Greater Mumbai • DSS Mumbai touched the lives of 65000 children 	<ul style="list-style-type: none"> • Partnered with ICDS in 2012 • Bina Lashkari awarded the Civilian HonorStree Shakti Puraskar 2013 and Govt. of Maharashtra committee member to formulate State Child Policy 2014 • Visit of The Duke & Duchess of Cambridge in 2015 • Launch of English Program in 2015 • First Science and Maths lab started in 2015 • Started work with tribal children at the Sanjay Gandhi National Park in 2015 • Start of Mobile library program and Home lending program • DSS reaches out to 86000 children

Outreach

Programs	Number of sites/schools	Number of children
Community Based Educational Programs	50 communities	10659
School On Wheels	20 locations	533
School Partnership Programs	35 Municipal schools across 5 Wards	11874
	8 MCGM Balwadi from 2 wards	275
Total number of children covered		23066

Door Step School has achieved this through a series of programs conceptualized with a comprehensive and holistic view of a child's educational needs, both in and out of school.

Geographical Coverage



Impact

- More than 11,000 out of school children have been mainstreamed in formal schools.
- Achieved social and cultural change through our educational programs, such as decrease in child marriage, child labor and the like.
- We can see the change in one generation of the Banjara community with whom we have been working since last 30 years. Initially averse to education, now a young adult who has been with Door Step School for about 2 years, for 1.5 to 2 hours per day emerges as a confident, self-reliant individual. These children are now able to express themselves clearly and are aware of their environment.
- Around 300 beneficiaries have completed their graduation and successfully placed in respectable jobs.
- More than 500 children from Balsamuha have emerged as community development leaders addressing social and cultural change.
- Transformation of parental attitude to seek formal school education.
- 900 children referred by MCGM class teacher for Remedial Class can read simple sentences.
- Increase the accessibility to get an education to the first generation learners by running lane wise, community wise classes or on School on Wheels.
- Inculcated reading habit and developed language skills by running library in Community Learning Centers.



Details of Children In Educational Program

Program	Age Group	Activities	No. of Units	No. of Beneficiaries
Community Based Educational Program	3 to 6 years	Balwadi	46	1418
		ICDS Anganwadi	10	190
	7 to 14 years	Study Class	35	852
		English Study Class	10	223
		Science Lab	10	235
		Maths Lab	8	183
		Computer Center	197	3588
		Door To Door Library	26	1118
		Community Learning Center	112	2200
		Study Center	2	265
		Mobile Van Library	6	387
School On Wheels	7 to 14 years	School on Wheels, Study Class, Balwadi	20	533
Balsamuha	10 to 14 years	Community & School Partnership Program	56	1337
School Partnership Program (Direct Intervention In 34 Municipal Schools Covering 11874 Students)	3 to 14 years	MCGM Balwadi	8	275
		First Step Forward	34	1020
		Reading Promotion Program	158	5617
		Remedial Class	51	900
		School Library and Home Lending	139	4407
Training Cell	Ongoing Training For Teachers/ Area Coordinators/ Coordinators/Trainers		Total 193 days of training conducted by training center.	

I. Community Based Education Program

Our Community Based Educational Programs address the needs and circumstances that prevent children from slum and pavement communities from receiving an education. For last 3 decades we are serving the underprivileged communities of South Mumbai in Colaba and Ray Road. Now we have expanded to **50 communities and 20 sites of School on Wheels** towards eastern and western Mumbai to areas like Thane, Mankhurd, Govandi, Goregaon, Borivali and Mira Road. Our communities comprise people and children who are from tribal pada/habitats, migrants to the city, SRA settlements, streets and slums.

Our Community based educational program is customized according to the emerging needs in the communities. Programs like Balwadi cater to the needs of preschoolers whereas Non Formal Educational classes cater to the out of school children. We have community learning centers, study classes, door to door library to sustain them in the education. Looking at emerging need of technological literacy we are also operating Science, Math's lab and computer centers.

All our programs are child- centric with active engagement of relevant stakeholders such as parents, school teachers, neighbors and formal education institutions.

In 2018-19, we have reached around 11,192 children through 50 communities and 20 sites of School on Wheels.

Program wise Attendance:

Attendance Category	Balwadi	Non Formal Education Class	Study Class	English Study Class	CLC
76-100%	899	176	472	39	1089
50-75%	322	180	236	91	542
21-49%	145	71	85	71	293
1-20%	52	22	58	22	85
Total	1418	449	851	223	2009

1. Balwadi

The Balwadi is a pre-school education program for 3-6 year old children to prepare them for formal school. It provides a safe space for children to explore and discover the joy of childhood. Curricular and Extra-curricular activities are planned based on the projects that we run in classes.



- Since the first Balwadi in 1989, more than 26,104 children have benefitted from this program whereas in 2018-19, 1,418 children have benefitted through 46 Balwadis.
- 71% children attended more than 75% of the classes. It shows awareness and willingness in parents for their children to learn.
- 399 children who were in DSS Balwadis in 2017-18 were enrolled in schools in the year 2018-19. Till the end of the academic year **95% children were continuing in school.**

Case Story:

Krish Rocky Augusti is 4 and half year old and attends our Balwadi at Balasaheb Ambedkar Nagar. Krish's father works as an office boy at world trade center and mother is a housewife. During intial days, Krish was found to be alone and lost in class. The teacher started to pay more attention on Krish such as, asking him his likes, dislikes, what he loves to play, etc. Still on constantly asking him, Krish wouldn't reply. The teacher put Krish in different groups with other children for various activities and also made him a group leader. The teacher used to speak to him and give him whatever he liked to play with. On observing no improvement even after such efforts, the teacher went and spoke to Krish's mom and enquired about Krish's behavior at home? His mother told that Krish was very talkative at home. The teacher then started sitting with Krish and helping him in all the activities and would encourage him even when he failed. Looking at the encouragement and motivation, Krish felt very happy. Now, he takes initiatives in all the activities and talks to other children. He has also started telling stories by looking at pictures. Krish talks about his teacher very fondly.

2. Study Class

Study Classes aim to support students from Std. I to IV in their studies who are attending Hindi and Marathi medium municipal schools. We regularly track and monitor each child's attendance and performance to design ways of working with him further.

- Since the first Study class in 1992, 15,181 children have benefited till date, covering 852 children through 35 Study classes in 2018-19.
- 55% children attended more than 75% of the classes
- More than 88% of children who were enrolled in the Study Classes were sustained till end of the year.
- 10% children have dropped out due to various reasons like shifting to a different community, moving to village, required to stay home for caring for sibling, working, who are attending Madarsa etc.
- We assessed performance of 345 children from 3rd and 4th std., who were with us throughout the year.
- The assessment showed encouraging results as shared below:
 1. In Language Part 1 (letter/matra/word), 31% children who were in the preparatory level at the beginning of the year moved to higher levels with only 1% remaining at the end of the year.
 2. In Language Part 2 (sentence, grammar and punctuation), where there were no children who could write meaningful sentences, the number increased from 0 to 11% at the end of the year.
 3. In Language Part 3 (sight reading), there was not a single child in preparatory level at the end of the year.
 4. In Language Part 4 (self-expression), where only 3% children could express themselves at the beginning of the year, the number went up to 25% at the end of the year.
 5. Children have shown progress in different levels of Maths as well.



Case Story:

Nabihasan is a 7 year old child attending our Study class. He stays with his parents and 2 sisters. His father is a daily wager and mother stays at home to take care of the children. His younger sister is physically challenged and unable to hear or speak. Nabihasan also has some deformity in his hands and fingers and doctors have suggested surgery after few years.

Due to his health condition Nabihasan has poor motor skills and hence he is unable to learn to write. When he started coming to our study class, he was in first standard. Apart from writing disability he was also poor in comprehension. Our teacher gave him special attention, provided some toys and clay to work on his motor skills. She also started involving him in other activities like singing, dancing to keep him motivated in the classroom. We also suggested to his mother to give some easy hand-on work to him at home. This ensured exercising his fingers regularly.

After one year of dedicated efforts we can see improvement not only in Nabihasan's writing skills but also his concentration levels and interest in studies.

3. School on Wheels

School on Wheels (SoW) is a bus designed as a mobile class room to **reach the most unreached groups of out-of-school children in locations such as road side pavements, road construction sites, temporary slums etc.**, where there is a lack of space for conducting classes or children have no access to education. The program addresses the educational needs of these children and gives them an opportunity for gaining literacy skills which otherwise they are deprived of.

- Since its inception in 1998, **6117** children have benefitted from these classes; covering 533 children from 20 locations of 7 different wards of Mumbai in 2018-19.
- **84%** children who were enrolled in SOW continued till the end of the year.
- **115** children have been enrolled in formal schools, out of which **70% (80) children continued till the end of year.**



Impact of School on Wheels :

Hassan is a 20 year old boy. He first attended SOW classes when he was 10 years old in 2009. Life had no meaning for him other acquiring easy money for gambling or being intoxicated. He would get into fits of rage and often displayed bad temper. It appeared that he was a rebel of sorts and wished to take revenge on the world for making him live on the street. Hassan was street smart though and made a living by selling scrap and waste material. His first impression at the sessions of SOW was not at all encouraging. For him it was like being in a prison. Our teacher however managed to get him in the bus by baiting him with the promise of playing with toys.

Initially he attended the sessions sporadically and it appeared that his love for 'freedom on the pavement' and his gambling habits would win over education. 'Sunanda tai', our teacher did not give up. Having seen and worked with many such children in the past she visited all his hide-outs and hangout places and always left a message for him. During one such visit she chanced upon Hassan playing cards with his 'buddies'; this was the opportunity she had been waiting for. She caught him by his hand and yanked him away from the group and then she went and tore all the cards. She then walked Hassan to a nearby park. Both were equally agitated upset with each other. Once they had calmed down she explained to him how detrimental his gambling habit was and would one day take his life.

After this incident Hassan visited the SoW classes on his own and one day he promised Sunanda teacher that he will stop gambling. This was a moment of transformation for him. Soon Hassan, learnt basic literacy and numeracy skills, got enrolled into a formal school and studied till 7th grade. Today, he works at a shop in Crawford Market and lives happily with his family in a rented room at Reay Road. Hassan has moved from a life of instability on the 'Streets' to one that is stable and ensures him a life of dignity in the city.

4. English Study Class

Understanding the growing demand for English language, most parents want to enrol their children in English medium schools but are unable to provide the required support. In 2016 DSS initiated the English Language Program in Hiranandani Akruti community with the support of our donor EQT. Last year we focused on consolidating our learnings and prepared a module which could be scaled up in other communities and schools.

- Since the first English study class in Hiranandani Akruti community in 2016, more than **526** children have benefited; covering 223 children through 10 classes in 2018-19.
- We also introduced English language in Balwadi program through sight words.



5. Science and Maths Lab

Launched in 2015-16, in Colaba slum communities, Science and Math laboratories are the latest programs of Door Step School. These labs focus on hands on learning and are helping children to understand the concept of Math and Science through innovative activities, games and experiments; as also using recycled material to create learning models. The confidence of children while conducting science experiments amazed us and encouraged us to take this project to all other communities. We are formulating our modules for both the subjects.



- Since inception, more than 876 children have benefitted from the Science lab and 539 children from Maths Lab; covering 235 children (10 units) through 1 Science class and 183 children (8 units) through 1 Maths lab in 2018-19.
- The Science and Maths labs have been very popular among children which is seen as children come to the labs without having to follow up with them.
- **66%** of the total children attending the labs are girls which is a great achievement.

6. Computer Center

With the first computer batch in 2003 at Cuffe Parade, we have reached 32489 children. The Computer Center provides access, familiarizes and equips children from 3 to 18 years of age with computer and age relevant software knowledge and operational skills. This is significant given the current employment and knowledge economy scenario with many children being exposed to computer for the first time in their life.

- In 2018-19, we conducted **197** batches for **3588** children across **9** locations.
- In the month of March 2019 we started a new computer center at Dahisar, Mira Road supported by Kalpataru covering more than 85 children.



6. Community Learning Center (CLC) and Door to Door Library (DTD)

Community learning center (CLC) and door-to-door library provides age appropriate reading material from a variety of sources to compliment learning and build good reading habits. The CLC also serves as a resource center for teachers as audio visual material, language development games and other material which they can use in class is available here. This year we have also started a Mobile Library van in Hiranandani Akruti community to provide access to children to a variety of reading material.



- More than **1 Lakh books** are made available for children through CLC and Door to Door Libraries
- **112 CLC** batches for **2362** children across **9** locations.
- **26 DTD Libraries** for **1118** children across **9** locations.
- **2 Study Centers** for **265** children across **2** locations
- Our **Mobile Library** van covered **387** beneficiaries from **6** different locations.

Case Story:

Santosh Sapate is a 15 year old studying in 10th standard, living in Navapada of Sanjay Gandhi National Park, Borivali. Santosh had attended our Educational activities when he was in 6 and 7 standard. Although we do not have regular classes after 7th grade, Santosh was still in contact with our team and attended events and meetings regularly. Santosh's father is an alcoholic and jobless. Santosh has 2 siblings. All of them are financially dependent on their mother, who works as a housemaid.

When Santosh came to know about our challenges in retaining volunteers to operate the mobile library in his neighbourhood, he came forward to run the DTD library in that area.

Santosh is performing well and is very enthusiastic about his role. He encourages all children to borrow books and helps younger kids in reading. All this work and his SSC board studies go hand in hand and Santosh sees to it that his studies are not hampered in any way. Since this voluntary work involves travelling, we give some honorarium to all volunteers. Santosh uses this money for his educational supplies whenever required. He even purchased his school uniform from the money he saved. His mother is very proud of him and expresses her happiness every time we meet.

7. Bal Samuha Program

Bal-Samuha (children's group) Program works with children in the age group of 10 to 18 years to enable them to be responsible citizens and empower young adolescents by inculcating knowledge and life skills. It also enables children to understand their rights and prepare them as future leaders of the community. From initiation of this program, more than 500 children of Balsamuha have emerged as change leaders in their respective communities and taken up social issues like cleanliness, enrolling drop out or out of school children back in schools etc.

- During the year 2018-19, 36 Bal-Samuha groups reached out to **799** children.
- 14 Bal-Samuha teams participated in Street Play competition conducted by DSS and also presented these plays in their respective communities/school for social awareness throughout the year.
- Last year we have created 'Child participation session' module with the help of child right experts and this year 5 such sessions were conducted with Balsamuha groups.



8. School Enrollment

One of our strongest links between Community Based Educational Programs and Formal Schools are the School Enrolment drives wherein children from our Balwadi, School on Wheels Classes for out of school children and slum communities are enrolled in formal schools. With our joint efforts we were able to enroll **581 children** in formal schools in 2018-19.

- **91% children who were enrolled in schools continued attending the schools till the end of academic year.**
- **18% (107) children** were enrolled in grades 2nd to 8th under the provisions of Right to Education Act for enrolling out of school children in age appropriate grades.

II. SCHOOL PARTNERSHIP PROGRAM (SPP)

Started in 1999, SPP works with children from Primary to Middle School as well as enables municipal school teachers to adopt quality education techniques. This program aims to strengthen our educational system by extending academic support to Municipal Corporation of Greater Mumbai (MCGM) in imparting quality education. It also enables learning achievement and developing children's creativity and ability for cognitive learning. All this helps reduce school drop outs and academic stagnation, thereby improving attendance.



- This year SPP was run in **34** MCGM schools & **1** Low-cost private school covering **11874** beneficiaries.
- Implemented School Sustainability Initiative in 2 Schools.
- Initiated operations in 8 Balwadis of MCGM in two wards covering **275** children.

Details of Children Covered By School Partnership Program:

STD-Group	CLASS TYPE	NO OF BENEFICIARIES
1 ST STD	FIRST STEP FORWARD	1020
2 ND TO 4 TH	READING PROMOTION	5617 (2042 selected for performance)
2 ND TO 7 TH	REMEDIAL CLASS	900
5 TH TO 8 TH	LIBRARY /HOME LENDING	4412
5 TH TO 8 TH	BALSAMUH	538

Program wise Attendance:

ATTENDANCE CATEGORY	FIRST STEP FORWARD	REMEDIAL CLASS	READING PRAMOTION
76-100%	321(31%)	364(41%)	1595(78%)
50-75%	358(35%)	307(34%)	346(17%)
21-49%	163(16%)	175(19%)	90(4.5%)
1-20%	178(18%)	54(6%)	11(0.5%)
Total	1020	900	2042

1. First Step Forward

This program acclimatizes children who get admitted to standard 1 of Municipal School. It seeks to equip students to recognize and read alphabet and consonants as well as simple words, poems and songs to prepare them for school. The emphasis is on improving language skills of children through songs, picture-talk and poems. This is the fourth year of FSF in schools and this year we have introduced English through sight-words in semi-English schools.

- 34 units of FSF catering to 1020 children in MCGM schools
- 66% children attended school regularly and have more than 50% attendance.
- 47% children were able to read all alphabet and matras at the end of the year.

Case Story:

Sonali lives in Mhada Colony of Govandi along with her parents, 2 sisters, a younger brother and an uncle from their native place. Sonali's father works at a shop that sells alcohol. Her mother, Renukia Devi is a home – maker. As her father is the only earning member, their family resources are stretched. Sonali studies in 1st standard and her two elder sisters study in higher standards in the same school.

When Sonali started attending our First Step Forward class in school, she was very introvert. Disinterested in any class activity, at times, she would put her head down on her desk and try to sleep just to avoid participating in any activity. She hardly responded to any of the teachers. When we spoke with the B.M.C. class teacher, she shared a similar feedback about Sonali. It appeared that she had retreated into a shell.

Our teacher however did not give up and attempted to build a bond with her. Slowly, Sonali started responding to the teacher. She was also encouraged to answer questions in class, perform actions on songs, colour drawings, arrange English alphabet in a sequence, etc. All this resulted in bringing Sonali out of her shell. Instead of being by herself in the break, she began visiting her sisters or talking to her class mates. We also received a positive feedback from the school teacher.



Performance level of children

Level			Alphabets		Matras		Words		Sentences	
	Akshar	Matra	Pre	Post	Pre	Post	Pre	Post	Pre	Post
NIL	0	0	15	6	116	25	0	0	0	0
PL	1 to 3 Akshar	0	6	0	0	0	0	0	0	0
L1	4 to 10 Akshar	1 Matra	62	8	198	8	0	0	0	0
L2	11 to 16 Akshar	2 to 3 Matra	92	13	158	54	0	0	0	0
L3	17 to 23 Akshar	4 to 5 Matra	238	28	186	57	0	0	0	0
L4	24 to 30 Akshar	6 to 7 Matra	140	40	53	93	0	0	0	0
L5	31 to 38 Akshar	8 to 9 Matra	95	77	0	161	0	0	0	0
L6	39 TO 49 Akshar	9 Above	63	343 (48%)	0	110	0	0	0	0
L7	50 & Above		0	196 (28%)	0	203	0	0	0	0
Y							515	691 (97%)	439	662
N							196	20	272	49
Total			711	711	711	711	711	711	711	711

- We assessed performance of 711 children who were regular throughout the year. At the post test, by the end of March, 76% children knew all the alphabet and matras and these are the children who attended more than 50% of the classes.
- 97% children who learned more than 38 letters could read words and sentences made out of same letters and matras.
- Performance at the post test is noticeable whereas the maximum number of children have moved to upward in their achievement ladder.

2. REMEDIAL CLASS PROGRAM

This program is meant for students from std. II-IV who are unable to cope up with the school work. This program aims to develop a child's language and Math skills to ensure learning comprehension. The progress of all children is monitored by conducting pre and posttest. All children attending remedial class can read simple sentences now. Most of the children in Remedial Class program were referred by MCGM class teachers and these children were able to read simple sentences at the end of the year.

- We ran **51** Remedial Classes catering to **900** children in MCGM schools.
- **75%** children attending Remedial class had more than 50% attendance and performance of these children was better as compared to children attending less number of children.
- In March 2019, all children had moved ahead by minimum 2 levels from July 2018 in Language (Letters & Matras, Words & Sentences, Sight Reading, Self-Expression) and Math (numerals, Addition, Subtraction, multiplication & division).

REMEDIAL CLASS PROGRAM PERFORMANCE

Level	Language -1 Akshar Matra		Language - 2 Words		Language - 3 Sight Reading		Language – 4 Expression on paper	
	Pre	Post	Pre	Post	Pre	Post	Pre	Post
PL	339(52%)	6	550	16	434	1	134	1
L1	259(40%)	44	93	77	184	12	365	3
L2	40	129	6	167	30	36	149	133
L3	11	317(49%)	0	334	1	62	1	391
L4	0	121(19%)	0	32	0	61(9%)	0	80
L5	0	32(5%)	00	23	0	477(74%)	0	41
TOTAL	649	649	649	649	649	649	649	649

Level	Mathematics - 1 understanding numbers		Mathematics - 2 Addition		Mathematics - 3 Subtraction		Mathematics - 4 multi/ division	
	Pre	Post	Pre	Post	Pre	Post	Pre	Post
PL	262(40%)	1	263	1	335	1	430	2
L1	324(50%)	10	308	10	270	12	85	16
L2	60	61	50	46	26	54	125	117
L3	1	221	25	242	18	247	9	210
L4	0	157(24%)	1	184	0	175	0	200
L5	0	47(7%)	1	49	0	54	0	30
L6	0	152(24%)	1	117	0	106	0	71
TOTAL	649	649	649	649	649	649	649	649

- We assessed performance of 72% children out of the total 900 children we covered this year.
- 92% children who were on preparatory level and level 1 and not knowing any letters or matras have moved two steps forward and 73% children know more than 30-40 letters and 7-9 matras and could make words and sentences out of these letters and matras by the end of academic year.
- The performance in sight reading and expression of papers is excellent. At the end of the year 83% children could read 45 sight words and express themselves in writing.
- From among the 90% children who could neither write numbers nor perform basic mathematical concepts in pre-test in the month of July, 55% children have moved up two levels and were able to read and write more than 50 numbers and perform simple operations by end of year.

Given an opportunity I can improve!

8 year old Uzaif is studying in std 4th of Limboni Baug Marathi school. He was referred to our remedial class for his nonperformance by his class teacher. Uzaif was shy, did not interact with other children and lagged behind in his studies.

Uzaif Ansari lives with his parents and 3 siblings. His father is a street vendor and mother a house wife. Making both ends meet is a daily struggle. Hence after school, Uzaif's elder brother works at a tailoring shop and his sister helps in house work as his mother is expecting her 5th child. His older brother and sister are studying in the same school in higher classes and are doing well. When we met his family we came to know that Uzaif was suffering from epilepsy and was on regular medication. We also observed that language was a challenge for him as he spoke Hindi at home and studied Marathi in school.

We decided that besides remedial class, Uzaif needed more dedicated help. Our teacher took up this challenge and started with introducing alphabet, matras and gradually forming words. During the classes teacher would give him tasks that needed to be done with other students and after class she would offer positive motivation to him. Gradually Uzaif began taking interest in various activities and his performance also improved. His elder siblings also helped him in his studies at home.

Within six months, Uzaif could read and form simple words and sentences. He could also read 100 sight words, draw pictures, recognize numbers and perform simple mathematical operations. He became more confident and participative. We also received a positive feedback from his class teacher.

Like Uzaif many more children were supported by DSS Remedial classes to improve their study skills.

3. READING PROMOTION PROGRAM

Reading Promotion program started in 2010 as a school library program to ensure that children develop a reading habit thereby building language skills such as listening, speaking, narration, reading and written self-expression.

- 188 units of Reading Promotion catering to 5617 children in MCGM schools
- 95% children attended the program with more than 50% attendance
- In March all children at year end have moved by minimum 2 levels ahead from July on all competencies (Listening, Picture Talk, Speaking, Reading, Punctuation and Self Expression)

OVERALL READING PERFORMANCE												
Level	Listening		Picture Talk		Speaking		Reading		Punctuation		Self Expression	
	Pre	Post	Pre	Post	Pre	Post	Pre	Post	Pre	Post	Pre	Post
1	290	1	703	3	145	0	148(8%)	11	1206	57	391	3
2	881	15	951	65	553	2	364	29	578	373	662	39
3	599	205	247	511	951	73	475	113	117	848(45%)	565	250
4	130	684	3	1325 (70%)	232	406	541	237(12%)	4	626(33%)	238	422
5	5	998	1	1	24	908	245	434(23%)	0	0	48	648(34%)
6	0	2	0	0	0	516	132	1081(57%)	0	1	1	543(29%)
Total	1905	1905	1905	1905	1905	1905	1905	1905	1905	1905	1905	1905

- We assessed the performance of 93% children who were available at the end of the academic year.
- Children have shown an overall improvement in performance related to reading and self-expression. Punctuation is an area where children need more help.
- In Picture talk, number of children increased from 37% before intervention to 70% after intervention.
- Similarly number of children who could read words (up to 12 matras) increased from 8% to 57% at the end of year. Overall 92% children have improved their reading skill. With children having moved up to two levels.



Case Story:

Mangesh was selected to attend our Reading Promotion class when he was in first standard. His father sells spices to make a living, while his mother is a housewife. She has been keeping unwell for a few years. As she is now hospitalized, one of his aunts has arrived from their native place to run the household. As she too has her own children, Mangesh tends to get neglected. Mangesh also has an elder brother who studies in the fifth standard in the same school.

Input of DSS: While in first standard, Mangesh was pretty irregular at school. He hardly interacted with his class – mates and would sit on the last bench. He wouldn't even speak his name when asked, nor respond in the affirmative while attendance was being taken. His B.M.C. class teacher also confirmed a similar behavior in her class.

He was found totally nil during the 'baseline' and hence, brought to our class. But he would not participate in any activity; just watch them from the sidelines. The teacher found that he lacked self – confidence as he wouldn't make any eye contact with her. He would silently stand in front of the class, even when encouraged by the teacher to join his class mates in class activities.

However, when the teacher made him a group leader in one of the activities, she observed that he started liking this role and even began interacting with his class – mates. He also started to listen to stories more intently in the class. Although he was unable to read, he would come forward and take a book of his choice during the library period. He would be happy looking at the colourful pictures in the book. In fact, he would show those pictures to his new friend Navneet, sitting beside him.

When asked to provide his understanding of the story that was just narrated in class, Mangesh started speaking a couple of lines. He was impressed seeing the picture chart used as a teaching aid but struggled to express himself. During one of the reading activities (kahanitaalaab) which involves the use of word cards, his interest in reading was ignited. He is now able to read sentences that use the 'au' matraa.

With consistent effort, he has developed the confidence to speak more about the story he has just heard in class. In fact, he won the first prize in story narration.

Observation: Mangesh has made friends in class. He is active and participative in class. His interest in academics is gradually increasing.

B.M.C. teacher feedback: She too has noticed an improvement in Mangesh. According to her, he is now able to read things written on the black – board. He also diligently completes his home – work every single time.

4. LIBRARY AND HOME LENDING PROGRAM

This program is conducted for children from std. V-VIII once in a fortnight. It gives children access to story books, biographies and literature which is not otherwise available to them. The DSS teacher-facilitator categorizes books according to the class level and carries level wise books to each home-lending session which are then borrowed by children for a fortnight. These sessions build and sustain the reading habit in children, develop their vocabulary and influence siblings /



parents at home to develop and encourage reading. Number of books read by each child are tracked through individual home lending cards; this allows the teacher to understand children's reading habits. Children have an opportunity to browse through different types of literature, read and share what they have read, with each other as well as practice narration before the rest of the class.

- Home-lending started on demand from children in schools in 2016
- **139** units of Library & Home-Lending catering to **4412** children
- On an average 18 Home-Lending sessions are conducted in schools with each child borrowing minimum one book per fortnight

5. BALSAMUHA

In School Bal Samuha or children's groups, develop positive attitudes in children from std. V-VII through leadership, self-management, life-skills training and exposure visits. Each group is distributed into 5 committees (Health, Cleanliness, Discipline, Games & Material Distribution) participating in school life.



- **20** School Balsamuah Groups covering **538** children
- Meetings & Child Participation input sessions conducted twice in a month on Saturday
- Third Prize awarded to Shivaji Nagar Municipal school at Path Natya Utsav 2019.
- 4 Children Participation Input Sessions completed by Balsamuah children in the school.

6. MENTAL HEALTH PROGRAM

Mental Health is commonly understood as a person's condition with regard to their psychological and emotional well-being. The emotional and psychological condition of children who are in non-fee charging schools is rather delicate due to family life situations and their surrounding environment. This coupled with the lack of stimulation from parents/ caregivers, lack of basic necessities create problems for children as witnessed from their low attention span or withdrawn/ disruptive behavior in the classroom.

We at Door Step have observed that many of the children (in MCGM schools) have or are at-risk of having serious developmental issues which are missed out due to the lack of professional help. This further hampers their learning and development process.

The Mental Health Program aims at reaching out to all such children.

7. MCGM BALWADI

MCGM CDO invited us to start a Balwadi in Colaba School in 1999 but it was not funded by MCGM. They had only provided classroom place. This particular Balwadi is now handed over to MCGM. Last year MCGM supported 8 Balwadis under expression of interest contract.

- **8** MCGM balwadis in F-South and F-North Ward (Wadala, Cotton green, Sewri, GTB nagar)
275 children **8** MCGM Teachers and **8** MCGM Assistant Teachers

III. TRAINING CELL

The Wheel of Change for Children in Door Step School is the team of employees such as Teacher-facilitators and Supervisory field staff. As our program is curriculum based, we conduct various trainings throughout the year. This year our trainings focused on concepts and developing teaching skills. First phase of year was more towards setting up goals and objective for the program and the second half of the year was more focused on refreshing them with ongoing session plans and activity plans. These trainings helped us to boost the knowledge of teachers in concepts and also increased their performance. Apart from teachers training, we have also organized exposure visits and teaching aids exhibition.

The trainings for supervisory staff enabled them to conduct parents meetings more effectively. Additional inputs were shared on identifying special needs of children and planning for the individual case studies. We measure teachers' performance through regular monitoring by our field supervisors and training team when required. Apart from trainings, teachers and other staff also attended meetings with Sr. Management on a regular basis.

The Training Unit was started to help imbibe and extend new and better understanding of teaching methodology to a group of teachers who were not necessarily qualified but 'at heart were born to teach'. Thus was born the Training Unit of DSS to:

- Develop tailor- made curriculum for Door Step School programs
- Develop or study or implement teaching methodologies
- Capacity building of teachers and up gradation of existing knowledge
- Provide essential framework and structure for the implementation of the curricular needs through an inductive and deductive method.
- Training Balwadi (municipal) Teachers.

As with all its programs, this too has a teaching staff which comes from the community it operates in and thus faces humungous challenges. It is a program designed in a manner where the teacher is trained in the basics of the language before they can conduct classes. The first year has yielded heartening results and makes us hopeful about the times to come. On an average annually 25 days training was imparted to each teacher.

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

IV. NETWORKING

Networking and collaboration is a very important aspect of our work. We work in partnership and seek help from other organizations who have expertise in different areas like life skills education, health and hygiene, etc. Some of the institutions also invite Door Step School children to participate in the recreational activities like sports, theatre and festival celebrations.

- Global Youth Leadership Summit- around 20 youth participated in 2 days youth leadership summit.
- Institute of Actuaries of India- selected 10 children who were invited for Drama and skit presentation at Global conference for Actuaries.
- Education Department Mumbai Municipal Corporation – Partnered to work in 35 municipal schools. This year started working in 8.
- Committed Communities Development Trust- working in collaboration for tribal children of Sahyog project.
- Integrated Child Development Services- partnered with ICDS for ICDS workers training in Sahyog Project.
- Leap for Word- provided teacher training, curriculum and teaching aids, assessment support and ongoing handholding support for the pilot English Study Class project in Govandi.
- Iskon Foundation- Provision of mid-day meals for street children studying on School on Wheels.

- Mentor Me India- Connected mentors to 13 children (mentees) for developing self confidence in children through one-on-one mentorship model in Govandi.
- Adhyayan- Rajiv Vartak's group conducted workshops with the children in Municipal schools on subjects like Geography, Science and Language.
- CFSI film- 285 children and 25 staff members attended the movie screening on 15 August and 1000 children attended CHILDREN's FILM BONANZA in the month of February.
- Kids Quest Preschool, Ranina Nursery- Invited children for Diwali celebration in their campus.
- First Step Preschool- Invited children for Diwali celebration in their campus.
- The Cathedral and John Cannon Junior and Middle School- Invited children for participating in art and craft activities and festival celebrations
- Reliance foundation- IPL- More than 1000 children attended cricket match of Mumbai Indians team.
- Uplift Foundation from Pune has joined hand with Door Step School in giving health insurance of urban slum community's families. 450 families are beneficiaries of Health Insurance and taking regular medical check-up as well benefits.

V. FUTURE PLAN

- To launch 3 new School on Wheels in next academic year.
- Expansion of English study class to more than 600 children in slums and 1000 children in schools of Mumbai.
- To establish 1 English Learning Lab with the help of Tata Class Edge.
- To develop a sustainability plan for the School Partnership Program.



DOOR STEP SCHOOL, PUNE

HIGHLIGHTS

- Started 2 new initiatives in 2018-19:
 - Project Chetana:** DSS is working along with three other NGOs under one common umbrella of education department to implement SCERT's Aakar based Pre-primary in 30 Pune Municipal Corporation schools.
 - Networking & Nurturing:** DSS has launched this initiative to train other NGOs and share the knowledge of working towards education of deprived children.
- Regular meetings with officials of Pimpri Chinchwad Municipal Corporation (PCMC) Education Department, education committee members and standing committee members, along with parents, children and Shikshan Mitras, led PCMC to take ownership of the school transport in schools from remote areas of Ravet and Punawale. This not only helped 400+ children from these schools but also 90+ children from other remote areas like Wadmukhwadi and Charholi.
- DSS was invited to present the work done with School Management Committees (SMCs) in 'Shikshan Utsav', an event organized by Education Department on 30th and 31st January 2019 in the honourable presence of Chief Guest Mrs. Mukta Tilak (Mayor, Pune).
- On account of Dr. Chitra Naik's (one of the founders of Indian Institute of Education (IIE)) birth anniversary, IIE had organized a talk by Mrs. Rajani Paranjpe on 15th July 2018. Rajani Tai said that a true homage 'श्रद्धांजली' to Dr. Chitra Naik would be to identify the needs of the deprived children and provide them sustainable education.

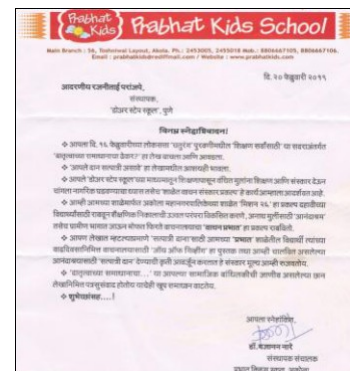


- ❓ In appreciation of DSS' work , Seattle based Borgen Project in their on line platform 'Borgen Magazine' has carried a story 'Door Step School Brings Education to Out-of-School Children in India' (<http://www.borgenmagazine.com/door-step-school/>)

- Mrs. Rajani Paranjpe received the 'Teacher Warrior Award' at SchooNews Global Educators Fest 2018 in Udaipur.
- Mrs Rajani Paranjpe received a recognition award from the Rotary Club of Pune Sports City for her contribution in Education.



- Loksatta newspaper invited Rajani tai to write articles for their supplement 'Chaturang'. Dr. Gajanan Nare of Prabhat Kids School, Akola appreciated efforts of DSS and Rajani tai when he read her bimonthly series of articles called 'शिक्षण सर्धासथी' (Shikshan Sarvansathi-Education for All)



- On account of International women's day, The Millenium Group felicitated our coordinator: Ms. Shabana Mulani, Supervisors: Ms. Yogita Bhalerao Ms. Urmila Kamble and our teachers: Ms.Malti Gaikwad, Ms. Reshma Gaikwad, Ms. Geetanjali Pingle, Ms. Sadhana Shingte for the excellent work DSS is doing at site 'Kalpataru Jade' in Baner.
- Our Annual Science Exhibition conducted on occasion of National Science Day had 130 Study Class children participating from various construction sites and was attended More than 1000 children from a few schools in Aundh like Dr. Kalmadi Shamrao School, Golwalkar Prathamik School, etc and around 150 visitors from various institutes and organisation paid a visit to the exhibition.
- DSS has been collaborating with Tara Mobile Crèche (TMCP), Pune through Project Sahyog since 2016-17 at 5 construction sites. Their success has led TMCP to expand this association to 2 more sites in 2019-20.
- DSS, Pune was chosen to be one of the top 10 finalists of iVolunteer Awards 2018 in 'Leader in Volunteer Engagement'

OUTREACH

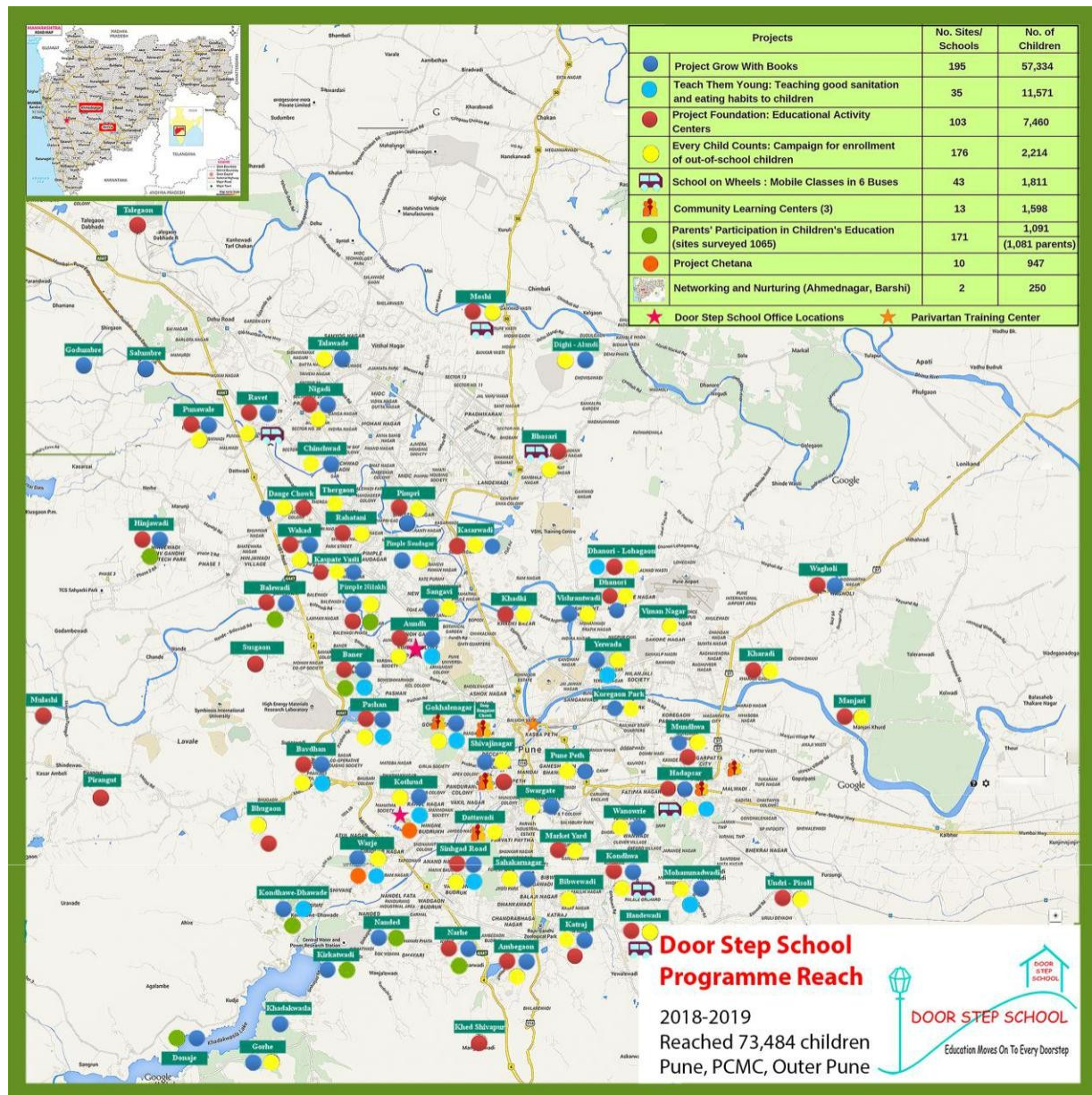
Programs		Age group (in years)	Number of sites / schools	Beneficiaries
Community Intervention Programs	Project Foundation: Educational Activity Centers (EACs)	0 to 14	103	7460
	Every Child Counts (ECC): Campaign to enroll out of school children in school	6 to 14	176	2214
	School on Wheels (SOW): Mobile classes in 6 buses	6 to 14	43	1811
	Community Learning Centers (CLC)	6 to 14	13	1598
	Parents' Participation in Children's Education (PPCE)	6 to 14	171	1091
School Intervention Programs	Chetana Project - Balwadi	3 to 5	10	947
	Teach Them Young	3 to 10	35	11571*
	First Steps Forward	6	195	7902*
	Reading class	7 to 10		25274*
	Home Lending	6 to 14		57334*

*Same children avail multiple services.

We reached 73,484 unique children through above programs in 2018-19.



GEOGRAPHICAL COVERAGE



DETAILS OF CHILDREN COVERED THROUGH VARIOUS PROGRAMS

Programs		Activities	Number of sites/schools	Number Of Beneficiaries
I. Direct Education (131 Locations)	Literacy programs	Pre Primary Education (Balwadi)	136	2689
		Study Classes	140	2527
		Educational Activity Centers (Literacy Classes)	120	1543
		Reference Library	25	613
		Total		7372
	School Support Services	No. of Crèche Children	86	2459
		School Enrollment	140	2645
		School Transportation	140	1446
		Children Going to School by themselves	140	1081
	Community Learning Centers	Community Based libraries	4	309
		Reading Room	4	654
		Child to Child libraries	11	363
		Computer Classes (3 Locations)	26	521
		Science Labs	8	438
II. School Intervention (195 Schools)	Project Grow With Books	Reading Classes library in school for Std I to IV	191	33176
		Lending Libraries in Primary Section-Children Covered	193	38993
		Lending Libraries in Middle School -Children Covered	132	18341
		Book Stock	302655	
	Chetana Balwadi		947	
III. Training	Parivartan Training Centre	New Teachers Training	51	
		Refreshers Training	205	
		Book Fairy Training	215	
		Management Staff Training	110	
		Trainings for other NGOs	104	
DSS Publication	Particulars		No. of Titles	No. of tools / books
		Publications- books	68	74089
		Teaching tools - language	15	13687
		Teaching tools - Maths	22	500
		Teaching tools - balwadi	13	6477

I. COMMUNITY BASED EDUCATIONAL PROGRAMS

Our **Community intervention and support programs**, cover children from 0 to 14 years of age at construction sites (Project Foundation), permanent (Community Learning Centers) and temporary slums (School on Wheels) and the like. The aim is to mainstream children into formal education and support their academic progress and retention in schools. This is achieved by providing childcare facilities, learning centers, enrolling out-of-school children in schools, running support classes and providing school transport to help them continue schooling. This year we provided transport to 878 children from our community based programs.

Parents play an important role in their children's education and motivating them and their inclusion in the process becomes equally important. This year we focused on increasing their participation and involvement through dedicated activities and regular meetings with them which has shown a positive impact on children's learning levels and academic performance.

1. PROJECT FOUNDATION - This includes setting up of **Educational Activity Centers (EAC)** at construction sites and running below activities for children in the age group of 0 to 14 years.

- 7460 children benefitted from this program throughout the year.
- 85% children are in expected or above expected learning levels.
- Percentage of children with more than 80% attendance has increased by 11% as compared to last year.
- Enrolled 418 children in government schools, out of which 43% enrollments were made by parents.

Primary Activities

Balwadi or pre-primary classes are run for children between 3-6 years to make them ready for school. Activities focus on developing hand eye co-ordination and motor skills. We worked with **2216 children** this year.

Literacy classes (LC) cater to children between 6-14 years till they are enrolled to schools. We aim to enroll the children within 6 weeks of their coming to the EAC. These classes are not a replacement for formal schooling, but provide supplementary educational services for the children who would otherwise be deprived of education. Once the children from LCs are enrolled to schools, they move into our Study Class. **1131 children** benefitted through our LCs this year.

Study Classes (SC) are conducted for children between 6-14 years of age who are enrolled in schools. Due to constant migration, children often lag behind and eventually drop out. These classes help the children to achieve their expected learning levels and hence prevent drop out.

Reference Classes (RC) are conducted for the children who can read. This year we developed a plan for improving their reading comprehension levels by training our teachers to conduct 4 main activities on a monthly topic - Picture description, Language games and Vocabulary increasing activities using dictionary and comprehension passages. Children also took up activities like studying newspaper articles and preparing scrap books on their own for that particular topic. **451 children benefitted from reference class this year.**

School Enrollment is an important part of mainstreaming children in the education system.

- Enrolled 418 children in PMC, PCMC and ZP schools.
- 43% enrolments were done by parents. This year we targeted to enrol the children to schools within 20 days of their coming to our centre. Since parents were mostly facing difficulty to complete the admission process within this time period, DSS enrolled the children to schools themselves. Additionally, many parents were facing issues related to the documentation, like Aadhar card etc. where they needed the help of our staff. Thus, the percentage of enrolments done by parents has reduced from 55% to 43% this year.

Support Activities

Crèche is run for children between 0-3 years so that their older siblings may attend school instead of having to take care of them. We had **2459 children** in our Crèche this year.

Parents Participation

We conduct regular meetings with parents to increase their awareness about the importance of education & schooling and how they can improve their involvement in their children's education. Out of the total 2799 parents, 1011 are parents of children between 6-14 years of age. Out of these 132 parents attended more than 80% of meetings and 736 parents attended 100% of the meetings conducted at the centre. Thus, this year 85% parents attended more than 80% of meetings as against 60% parents last year which indicates an increase in their involvement in children's education.

Changing attitude of parents towards education of their children – Since last few years we are observing an improvement in the participation of parents in their children's academics and related activities. Initially DSS was providing school transport for the children at one of our sites where we have been working for 7 years. In 2015-16 parents started taking the partial responsibility of the transport with support from DSS staff like finding a vehicle, making partial payments and other small issues. By 2018-19, the parents themselves took all the responsibility from finding a vehicle as per the RTO requirements to negotiating the transport fees and encouraging other parents to do the same.

What is especially noteworthy is that even after the site closed, the parents moved in rented homes in the vicinity of the school so that the children could continue with the same school. This shows how their priorities are gradually changing for their children's education.

Tracking of Migrated children

The migrated children are tracked using various methods like issuing 'My Card' (*a card given by DSS to children coming at EACs carrying basic details of the child and DSS*), calling up parents, relatives, etc. to ensure that they continue schooling even after migration.

- We tracked 96% children out of the 1433 children who migrated.
- Out of those tracked, 75% children are continuing their schooling / education in the new location.

School Transport

Providing school transport is crucial to ensure that children continue to attend school. Out of the 1355 children from SC and LC, 228 children availed school transport this year. For last 3 years we have been working towards encouraging parents to take up transport responsibility for their children. This year 71% children are attending school either by transport arranged by parents or by walk.

Other Activities

We use various teaching methods and activities as below, for a holistic development of our children.

Project based learning – Aims to give exposure to children on topics like fruits, vegetables, seasons, festivals etc. through activity based monthly projects.

Science kit – One of the regular activities since 2016 is our Science kit activity donated by Mrs. Malti Kelkar of Quest – a Maths and Science Laboratory. This includes simple experiments which make children aware of simple day to day principles. **1700 children benefitted through 18 experiments conducted throughout the year.**

Science Exhibition – Our annual Science exhibition was held on 16th February 2019, with 130 children participating from various EACS, showcasing 60 Science experiments and fun activities. Inspired by this, children from 38 sites organized mini Science exhibitions for their parents and others.

WaSH activities - DSS has been collaborating with Kirloskar Foundation for running their initiative 'Water and Sanitation Hygiene (WaSH)', which focuses on generating awareness on sanitation, hygiene and cleanliness since 2011-12. This year plastic ban was implemented in Maharashtra. Thus, the WaSH program also focused on creating awareness about harmful effects of plastic on the environment. **9 supervisors received 5 trainings reaching to children from 37 sites.**

Festivals, Events and Exposure visits - We celebrated festivals and national and international days and also conducted exposure visits for our children. These activities not only provide information to children but also develop their social and interpersonal skills.

Pilot Program for teaching Mathematics Along with language literacy, we have been teaching basic mathematical concepts to the children. But we observed that children knew mathematics through “training by rote method”. Thus, we ran a pilot (in April 2018) with the objective of developing a structured module for teaching mathematics to make children understand the value of numbers and thus build a strong foundation of mathematics.



This pilot project was developed and tested with 135 children from 10 EACs in the Baner-Balewadi cluster.

- 23% children were above expected.
- 11% children reached / completed their learning levels.

This year we plan to extend this to one more cluster and after two years, this will also be one of the primary activities.

2. COMMUNITY LEARNING CENTERS (CLCs)

Set up in urban slums, CLCs offer the children a quiet place to study, read books and finish their homework. Most children here, attend schools but lack of guidance and support leads to low academic performance which leads them to drop out of school. CLCs aim to bridge this gap and help children continue their education. CLCs also offer computer classes, science experiment labs, study classes and E-Learning facility along with life skills education and vocational guidance for children's overall development.

In 2018-19, DSS operated 3 main CLCs with 7 sub centers, benefitting 1598 children in the age group of 6 to 14 years through below activities.

Primary Activities

Study Class – Aims to develop reading and comprehension skills of children from 1st to 3rd standard children attending school, to support them in their academics. **560 children benefitted** from our SC at CLCs in 2018-19.

Reference Class – Cater to children who have completed all learning levels as per DSS 120 day language curriculum or are in 4th standard and above and need guidance in academics, homework and overall development. **654 children have benefitted** from this activity.

Computer Class – To keep up with the technological developments, computer literacy has become important in today's times. Computer class in CLCs aims to introduce children to computers and give them a hands-on experience gradually moving to teaching various computer skills. This has encouraged many students to assist their school teachers in teaching other students. **519 children have benefitted** from the computer class in CLCs.

Center based children's library – Cater to children from community who are able to read. This library helps to inculcate their interest in reading by giving them access to a variety of reading material and resources. **309 children have benefitted** from this activity.

Community based children's library (Child to child library) – Cater to children staying in nearby slum communities and unable to avail the center based children's library facility. One child is selected who carries a bag of books in the communities giving children access to various books. We conduct regular meetings with them to encourage them to keep up the good work. **363 children have benefitted** from this activity.

Vocational guidance - Started in 2017-18 for children from 7th standard and above. It aims to help children understand themselves and available opportunities to make appropriate career choices through individual and group sessions. **107 children have benefitted** from this activity.

Support Activities are conducted for children from Study Class and Reference Class in the age group of 6 to 14 years.

E-learning – To help children understand academic concepts through visual representation, quizzes and fun activities. Our teachers play the role of a facilitator and children attend the sessions in groups.

Life Skill Education - Life skills are abilities for adaptive and positive behaviour that enable humans to deal effectively and efficiently with the demands and challenges of life. World Health Organization and UNICEF have recommended 10 life skills necessary for the overall development of the children. We have trained 2 teachers and 1 supervisor to conduct these sessions at our CLCs on topics like Introduction to Life Skills Education, Rules & expectations, Trust and support and knowing self.

Youth Group (Kumar Nirman) – Initiated by MKCL Knowledge Foundation and NIRMAN in 2014-15, this activity focusses on sensitizing children to various challenges around them and encouraging them to identify solutions and implement them. Although MKCL planned to conduct this activity only till December 2018, due to popularity among children, we are continuing this under the name “Youth Group”. **45 children have participated in this activity.**

We conduct regular parents meetings in all the CLCs. In one such meeting, we had invited the Health officer. Our children were also seen giving inputs in this meeting which surprised all the parents and the health officer.

Science activities - All CLCs are equipped with science labs with basic apparatus. Teachers are trained by the QUEST Lab team and they conduct experiments related to science curriculum in schools. In addition to this, a group of student volunteers led by our volunteers Ms. Sharmishtha and Ms. Jessica also train our teachers for conducting Science experiments in respective CLCs. A science exhibition was organised on 22nd December 2018 for children from all CLCs to give an opportunity to the children to present their knowledge of science in front of peers, parents and visitors. **438 children have benefitted** from these science activities.

Exposure visits - Exposure visits and opportunities to participate in events (organized by DSS as well as different Institutes or Organisations) help children to expand their horizon. We conducted 19 such visits throughout the year. 45 children participated in Inter NGO sports meet conducted by Concern India Foundation. Our children won 1 Gold, 3 Silver and 5 Bronze Medals.

Monthly Projects – Aim to facilitate learning in children by providing information on various topics like animals, fruits, vegetables, seasons, festivals etc. These project based activities are in-line with Project Foundation.

Volunteering activities - A total of 169 volunteers volunteered at all 3 CLCs. The volunteering activities included mentoring and regularly guiding children with the subjects they needed help with as well as 1 time activities. For instance, a summer camp was organized by Alfa Laval and various activities like drawing, painting of T-shirts and games were conducted.

New Initiative

Scholarship exam for 5th and 8th standard children: The Maharashtra State Council of education conducts scholarship exams for children in 5th and 8th standard. Children who clear the exam, get some financial benefit and it also helps in other competitive and entrance exams. This year we took efforts to understand the application process and the awareness of these exams among children and parents from our CLCs. We helped 32 children appear for the scholarship exam by providing books and other resources.

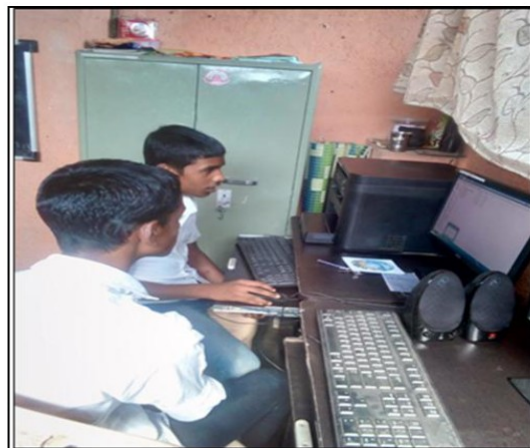
Future teachers in the making....!

When one of the teachers from CLC left her job suddenly, we were short of one teacher for our Reference Class. We were finding it difficult to hire a new teacher immediately. A few children from the centre (Abhishek Prajapati, Aftab Shaikh, Minto Singh, Namdev Yadav, Ritesh Tiwari and Sachin Das) stepped up to help DSS and their classmates. Under the initiative of Kumar Nirman, these children named their group the 'GST' (Great Socialist Team). They decided to take up this issue as a Youth Group and help us out of this situation.

Having been regulars to the centre since its inception in 2015, they are aware of how teachers and volunteers conducted the classes. They prepared an elaborate plan, distributed the children and topics amongst themselves and helped us by volunteering to teach other children in their own class till we found a new teacher for them.



**DSS CLC student winning 1st prize
in the inter-NGO sports meet**



Computer Training under GST initiative



Exposure visit to Maha E- Seva kendra

3. SCHOOL ON WHEELS

School on Wheels (SOW) is our signature program designed to reach, out of school children in certain locations where even a temporary classroom cannot be setup and therefore children have absolutely no access to education. The bus is remodeled and equipped with all classroom supplies and educational material to serve as a mobile classroom and reading room. In a day, 1 SOW visits 2 or 3 locations and 2 hour sessions are held in each location. Eventually these children are enrolled in government schools.

Primary activities focus on Balwadi, Literacy class (LC) and Study class (SC) similar to those of Project Foundation. In addition to these classes SOW also conducts reading library and school enrolment of children to government schools to mainstream them in our education system.

Reading libraries are one-hour sessions conducted 5 days a week in communities where children are enrolled in schools and are able to read. This gives them access to variety of reading material and activities like storytelling, songs, monthly projects etc.

This year we covered 43 sites with 1811 children as compared to 36 sites with 1440 children in 2017-18. We could reach more sites and children as we gathered children from nearby sites to one location and conducted classes. This covered the children who were scattered across sites.

- In 2018-19, our **6 SOW covered 43 locations benefitting 1811 children.**
- 89% children from LC and SC together out of 1176, have reached or are above expected learning levels.
- 162 children from 6 slum communities benefitted from the library activity.
- 106 children were enrolled in government schools.

Support Activities are similar to the support activities under Project Foundation i.e. Parents Participation, Tracking of migrated children and School transport.

Parents Participation – Regular intervention has encouraged more parents attending meetings at sites and in schools. We worked with **854 parents, out of which 60% parents attended more than 80% meetings** indicating the increase in parents' involvement in their children's education.

Tracking of migrated children - Out of the 296 children who migrated, we successfully tracked 85% children ; out of these 85% children tracked, 77% children are continuing their education in the new locations they have migrated.

School Transport – Providing school transport becomes important to encourage continued schooling. DSS provided transport to 95 children, one school from Phugevasti provided transport to 21 children and 17 children walked to school.

Other Activities like conducting Science experiments, exposure visits, picnics and celebrating events similar to those mentioned earlier were also organized for SOW children. All 1811 children benefitted from these activities in some way. Highlight among these activities was a visit to 2 IT companies where children took keen interest in interacting with the employees. This motivated the children focus on their studies and aim big.



1 Our fleet of SOW. 2 Children during exposure visit. 3 Teacher conducting a session. 4 Reading library. 5 Parents meeting

How our teachers go a long way to teach children....In one of our communities, we met 4 girls who neither attended our class nor any school because of household responsibilities and lack of support therefor. Our teachers visited them every day so they could attend our class. But their parents were totally against it. Our teachers did not give up and thought that if the girls could at least attend our SOW class it would help them develop interest in learning and eventually we could convince their parents to send them to schools. We then decided to hire a teacher who could go to the settlement and teach the girls if they couldn't come to SOW. But we faced challenges in hiring a new teacher due to the unclean and unstable surroundings. So one of our teacher's Ms. Vidya Pawar agreed to take up the responsibility. We planned her sessions in such a way that it would not interfere with the girls work. The teacher would follow the girls and teach them while they were doing their chores like washing their clothes and utensils, rearing cattle etc. One such afternoon when it was extremely hot, Ms. Vidya fainted while teaching. The girls felt really bad about this and hence convinced their parents to let them sit in one of the tents to study. The parents surprisingly agreed and all 4 girls started coming regularly. Now the girls themselves come a little early to the class, clean up the tent and make it ready for the class!

The Society for Door Step Schools, Annual Report 2018-19

4. EVERY CHILD COUNTS – A CITIZEN’S CAMPAIGN

“Every Child Counts” (ECC) - was launched as a citizen’s campaign in Pune, with the objective to ensure that every child is in school at the right age (6-7 years) thereby increasing the chance of their getting an education. Since its launch in November 2011, we have enrolled over 17,000 children in government schools in and around the city of Pune.

As of March 2019, we worked with 2807 children, out of these 1512 are enrolled this year and 1295 are continuing from last 3 years.

ECC Methodology – Activities and Outcomes

The program uses a 5 stage methodology to identify out of school children, enroll them in schools and do their tracking.



Mapping - Like every year, systematic mapping was done in selected areas to cover each construction site, temporary or permanent slums, migrant communities and schools. This year we covered entire PMC and PCMC area.

Survey - Through the surveys done in mapped areas we captured information about nature of communities, details of parents, their occupation, number and age group of out of school children, their schooling status etc. This helped us to identify out of school children to be enrolled in schools. All data is recorded through an open source android application; which helps us not only in saving time in entering data but also to check and analyse the data effectively and efficiently.



- Surveyed 1355 sites and identified 1512 children in the age group of 4 to 14 years from 374 sites.
- Out of these, 1192 children were in the age group of 6 to 14 years.

Raising awareness – Children largely remain out of school due to lack of awareness of parents about importance of education and provisions made by the government therefor. Hence it is important to conduct regular meetings to increase their awareness and aim to prepare them on the needs of a school going child and how they can address the same through positive actions and



resources within their means. Regular intervention also helps to develop confidence in parents so that they understand their children's "right to education" and can approach school authorities when they migrate to different locations with necessary knowledge and information.

Similarly, children also need to be prepared for school which is done through preparatory camps. In 2018-19, we worked with

- 1281 parents through 111 meetings across 71 sites
- 176 parents through 20 meetings in schools.

School Enrollment – Mainstreaming out of school children to formal schools is important to assimilate them into our educational system. We enroll children in schools and prepare parents to enroll children independently or with little intervention of team where schools are less cooperative.



- Enrolled 745 children in schools.
- 72% enrolments made by parents.
- 48% children enrolled from target age group of 6 – 7 years.
- 8% enrolments made by Shikshan Mitras. Till last year, Shikshan Mitras played the role of facilitators to create awareness among communities or inform us about new families moving in. This year, Shikshan Mitras have gone a step further and enrolled children in respective areas.

Last year we observed that more than 50% of children identified in the survey could not be enrolled because they had migrated in the time between finishing survey of entire area and school enrolment. Thus, this year we enrolled the children within 15 days of being identified in survey due to which we see an increase in the percentage of children enrolled.

- 68% enrolments were done within 15 days of children being identified in survey.

Non-Enrolment

While we enrolled 745 children to mainstream schools this year, 64 children from 27 sites could not be enrolled for various reasons like taking care of household chores and younger siblings, lack of interest on the part of few children and parents and distance between school and home.

Follow Up of children enrolled in schools

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 children migrated to new locations and recording their school enrolment status. We also try and connect the parents to schools in new locations in case of non-enrolment of children.

Out of the 745 children enrolled in schools:

- 72% children are continuing their schooling as of March 2019, which is an increase from 64% children continuing in March 2018.
- Out of 133 tracked children, 51% (68 children) are attending school in the new locations they have moved to.
- Percentage of non-tracked children has reduced from 20% in 2017-18 to 17% in 2018-19.
- Dropout rate has reduced from 8% in 2017-18 to 6% in 2018-19. The 47 children have dropped out of school because of reasons like lack of motivation of parents, lack of support from school, challenges in arranging school transport and lack of interest of children

We have been doing follow up via telephone and My Card. This year we also focused on distributing Education Guarantee cards - a government circular for migrant children, which carries information of child, school, child's progress report etc. We distributed 537 EGCs to children.

Activities supporting school enrollment and continued education

Preparatory Camps – Aim to introduce children to the idea of structured learning and get them ready for formal school before enrolments. A temporary classroom is setup in a tent or a more pucca room, either on rent or provided by builder. Most camps are 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 their enrolment and learning.

- Conducted 21 preparatory camps reaching out to 237 children,
- Enrolled 40% children (95/237) in schools.
- Out of 142 children who could not be enrolled, majority of them migrated while other children were by other classes.

Providing School Transport - The distance to schools and 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 745 children enrolled to schools:

- 362 children (49%) walk to school.
- Parents have taken complete or partial responsibility of transport for 90 children (12 %)
- School has made transport arrangements for 100 children (13%)
- DSS is providing transport for 117 children (16%)
- Escorts provided by parents for 37(5%) children and escorts provided by DSS for 39 (5%) children

Support Classes – To help children cope up with their studies who are lagging behind or never been to school. Set up at sites with at least more than 5 children. We ran 5 support classes covering 94 children, out of which 84 children attended school.

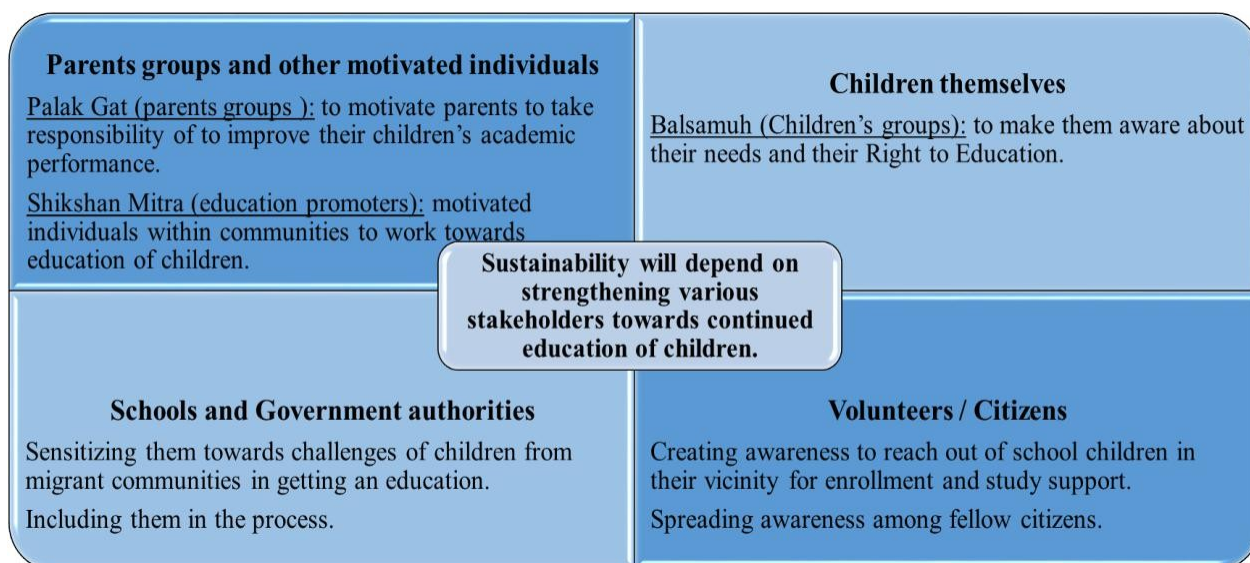
Teach Each Child (TEC) – Aims to cover the 1 to 2 children either non enrolled or dropped out at far off sites and could not be covered under support classes. We conducted 9 TEC classes, covering 27 children. Out of these 9 children were attending to school.



Strengthening and Leveraging Communities

It is very important to involve and engage community members for the betterment of a society. Hence we keep developing innovative strategies to equip parents and children with adequate information with regards to schooling and government policies so that children can continue education wherever they move. Towards this goal,

- Various groups of parents and children are formed to make the communities self-reliant and self-sustaining by creating leaders within them.
- Schools and government authorities are sensitized towards challenges faced by migrant communities and their children in receiving an education.
- Volunteer participation is encouraged so as to create awareness among general public and increase their participation to eradicate the issue of education in migrant communities.



Palak Gat – We formed 16 Palak Gat reaching 101 parents and 51 children. We observed that increased parental involvement resulted in an increased number of children reaching expected learning levels from 41% at the beginning of the year to 67% at the end of year. (55% children were below expected at the beginning of the year.)

Shikshan Mitra - We worked with 54 Shikshan Mitras out of which 23 Shikshan Mitras enrolled 61 children to school and 25 conducted follow up of 175 children whereas remaining 6 have been non-active.

This is an encouraging story of two Shikshan Mitras, Sandhya Sabale (studied till 12th) and Asha Kambale (studied till 11th), both residents of labour camp. A noteworthy thing about them is that they went from being homemakers to supporting their families financially and creating a difference in their community. While working with parents, we identified the leadership potential of these two ladies and made them Shikshan Mitras. The journey of both the ladies with DSS is almost same. Sandhya residing in the labour camp of MHADA and Asha Kamble from one of the slums joined us as Shikshan Mitras in August 2017 and 2018 respectively.

Balsamuh – Groups of children in the age group of 9 to 14 years. We formed 14 Balsamuh (children's groups) and reached out to a total of 133 children.

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.

- We conducted orientation of 82 teachers and their center heads on "Survey of out of school children" in Daund and Shirur talukas.
- We also conducted meetings with PMC and PCMC education departments in coordination with Balrakshaks and NGO forums to reach each and every out of school child in the areas.
- An important achievement this year was getting transport from PCMC Education department for 500 children in Ravet Punawale area.

500 children from Ravet – Punawale are attending school because of transport arrangement by PCMC Education Department!

While working with schools in Ravet and Punavale, we identified a need for deeper intervention. The children stay in settlements which are 3-4 kms away from school. Multilane highways, and heavy traffic make it more difficult for them to reach school without an escort or transport facility. We have been providing transport facility for these schools since last 4 years. Around 100 to 125 children avail this transport facility each month. Hence, there was need of a permanent transport for children in these schools. We believed that if the Local Government takes ownership of this, it would be part of school process in the long run and thus sustainable. As per Right to Education Act, schools have the right to demand transport facility. But due to administrative hurdles involved, schools refrain from making this demand. Hence, we decided to take up this issue with the Local Government. (Pimpri Chinchwad Municipal Corporation). We spoke to the education department officials, additional commissioner, commissioner and local corporators through frequent meetings to create awareness about the need and to take specific administrative decisions. We took a group of children, parents and Shikshan Mitras to PCMC Education Department to meet the education officers, education committee members and standing committee members. Following all these meetings the PCMC took ownership of the school transport in these schools. This has not only helped more than 400 children from Ravet, Punawale but also more than 90 children from other remote areas like Wadmukhwadi and Charholi.

This is indeed a significant step towards schools and local government being sensitive towards the needs of children from migrant / marginalized families and taking responsibility to fulfil the same.

Yankamma finally goes to school!

Yankamma Pawar came to Pune with her parents and 2 older brothers from Karnataka in 2017. They stay in a temporary slum in Nakhate Nagar, Rahatni and parents work as daily wage labourers for contractors. Yankamma attended school in her native village till 2nd standard. We have been visiting her parents since last year to convince them to send her to school. Every time we met them, they would give us the excuse of not being able to visit school for her enrolment, as taking a day's leave from work meant missing a day's pay which they could not afford. Yankamma's mother had her own challenges of having someone to help her do the household chores.

Yankamma on the other hand wanted to attend school. After pursuing her parents for almost a year, they gave in and Yankamma was enrolled to 4th standard in a school this year. She has been very regular since day one. She has also been actively participating in various sports activities bringing laurels to her school. She won the first prize in long jump in an event organized by Bajaj, in the same event, her school won the lezim competition and she was declared to be the best flag bearer. About 115 schools participated in a sports event organized by the Pimpri Chinchwad Municipal Corporation in which she got the second place in 50 meters running competition and was declared the best flag bearer in the lezim competition in this event too. Yankamma's parents are happy to see her do so well and are glad they sent her to school.

When DSS recently spoke to her teachers about her progress, they couldn't stop praising her. Her sports teacher Mr. Ganesh Lingade, said she shows great potential in sports especially in Kabaddi. He even had plans to prepare her for school level Kabaddi championship for the following year.

We are proud of Yankamma and hope to see her succeed in academics and sports. We hope that one day all parents will understand importance of education and every child will go to school!



Yankamma receives an award with her team for sports

5. PARENTS' PARTICIPATION IN CHILDREN'S EDUCATION (PPCE)

Launched in 2013, PPCE aims to increase awareness and involvement of parents in their children's education. PPCE is a three year program run in areas, densely populated by migrant labour as it focusses on working extensively with parents of out of school children and their continued education. Since inception PPCE's coverage area in and around Pune city is as below:

2013	2014	2015	2016	2017	2018	2019	2020	2021	2022
Kondwa - Mohammadwadi									
	Hinjewadi – Wagholi								
		Baner - Balewadi							
			Narhe						
					Moshi				

This year we have worked with a total of **1081 parents and 994 children** from Moshi, Narhe and Baner- Balewadi areas.

Program Methodology

PPCE is a three-year program with year wise objectives of the intervention to be done with parents so that they continue their children's education irrespective of the challenges.

Year wise objectives and expectations from parents are as below:

Year 1 – Creating awareness – About importance of education, Right to Education Act & its provisions, School enrollment and their responsibilities as parents.

Year 2 – Handholding – During enrolment process, in completing school formalities during migration, in improving attendance and children's learning levels, attending Parent Teacher meetings and sharing transport responsibility.

Year 3 – Transfer ownership to parents – Of school enrollment of their children, arranging transport and educational supplies for their children, attending Parent – Teacher meetings in school and continuing children's education after migration.

Activities and Outcomes

Assessment of Parents' behavior – The responsibilities and expectations from parents increase depending on the year of intervention with them. We conduct behavioral assessment of parents three times a year.

- Pre-enrolment - Based on what the parents say during the meeting.
- Post enrolment - Based on the actions taken by parents during enrollment process.
- End of year – On work done with parents during the entire year.

Based on the above interactions with parents and actions taken by them, we divide them in 3 behavioural categories:

- **Motivated parents** require information and initial support for education of their children.
- **Neutral parents** require more motivating and hand holding along with information and guidance.
- **Indifferent or opposing parents** require intensive work to be done at individual as well as community level.

Below table show the year end behavioural assessment of parents continuing in PPCE program

Parent category	Number of parents who have been with us for respective years		
	1 Year	2 Years	3 Years
Motivated	267 (75%)	181 (91%)	80 (96%)
Neutral	55	15	0
Opposing	33	3	3
Total	355	199	83

We expect 80% of the parents to be in motivated category in the end of year assessment every year. This is irrespective of the increase in responsibilities each year. We have observed that this can be achieved with the parents who remain with us for more than a year.

The 75% parents who have been with us for 1 year, are from Moshi area. This is a very challenging community with lot of temporary slums. People here are mostly into waste picking or road construction which demands continuous movement for work. Even if they are at one place, their work hours are very odd and erratic. This makes it difficult to have regular meetings or connect with the parents which in turn makes it difficult to change their attitude towards schooling and education.

Stakeholder Participation

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

Shikshan Mitra - This year we made 95 Shikshan Mitras who enrolled 88 children in schools, conducted follow up of 169 children from various areas and motivated 195 parents to enrol their children to school.

Palak Gat – Aims to motivate parents to take more responsibility to improve their children’s academic performance. We formed 29 Palak Gat covering 212 parents and 364 children. Out of these 29 Palak Gat, 6 were Maitrin Gat (mothers groups) from Baner – Balewadi area formed with the same objective, but focusing on mothers.

We assessed the performance of 198 children whose parents showed more than 60% involvement in their academics, during the 7-8 month period when Palak Gat were functional and we observed that:

- Number of children in level 5 (children being able to read Marathi newspaper) increased from 39% at the beginning of the year to 61% in the EOY assessment.
- Number of children in level 1 (children who cannot read a single alphabet) has decreased from 32% in baseline to only 7% at EOY.

Balsamuh (children’s group)

We formed 19 Balsamuhs reaching out to 257 children through regular meetings. Topics covered were My Self, My idol, Exposure visits, Right to Education Act and educational responsibilities of a child and Hygiene and sanitation.

Volunteer Participation

Volunteers participated in various activities like conducting survey, parent meetings to counsel parents on the importance of education, enrolling children to schools and conducting their follow up to ensure continuity. They also participated 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.

122 volunteers from various Corporates and institutions contributed a total of 293 hours.

We would like to share feedback from one of our volunteers Ms. Snehal Thakkar who was part of our parents meetings.

Hi Team,

I started my initiative of volunteering for the kids who are underprivileged through DSS, I must say, this is going to be an amazing journey together. Today, I met up with Harish Phadke Sir, Archana Madam and Pankaj Sir on the site and we had a Palak Gat meeting. The area though which we walked was practically a waste-land. The parents of these children make their living by separating the plastic that are found in the garbage.

The way the people mentioned above walked through the narrow dirt-road beside the foul smelling river just to reach out to a single parent and tried to explain the importance of education made my heart stir.

I must say, this organization is constantly reaching out to thousands of lives and helping to make this world a better place. It is commendable. As my part as a volunteer, as little as it may seem, I am going to help out the students of this area with their studies, whichever subject it may be. The parents were more than happy when they learned about it.

I hope this would help the students in the long run and get to know their potential for a brighter future!

Thankyou,
Snehal Thakkar (February 24, 2019)

We want to express our heartfelt gratitude to Snehal and many such volunteers like her who are our motivation at each step.

Working in government schools

Bal Rakshak: This is one of the initiatives of government where a teacher is nominated in each school with the responsibility to ensure 100% enrolment of out of school children and to track the drop out children from surrounding areas. We worked with 21 Bal Rakshaks who joined us in conducting survey and enrolment of out of school children in PCMC area. However, this group of Bal Rakshaks also needs to be active in PMC and Zilla Parishad area. We have received below feedback from one of the Bal Rakshaks and Education officer:

Feedback from Mr. Amol Pawar, Bal Rakshak from School no 20, Choviswadi , PCMC:

Mr. Pawar appreciates the assistance DSS has provided to Bal Rakshaks to carry out surveys in difficult areas and interact and convince parents for eventually successful enrolment. Mr. Pawar specially conveys his appreciation towards DSS' efforts to create awareness through innovative ways of street plays. Mr. Pawar opines that these efforts sometimes go in vain due to children dropping out after school enrolment due to various reasons including parents' apathy. He feels that joint efforts are required find out the root causes and come out with a joint action plan to minimize the dropout rate. Mr. Pawar is very upbeat about the reading classes conducted by DSS in various schools and would want DSS to extend assistance in improving written and spoken English and Computer literacy amongst children.

Feedback from Mrs. Jyotsna Shinde, Education Officer: Mrs. Shinde is very appreciative of the work DSS does in accompanying and assisting Bal Rakshaks appointed by education department to interact with parents and convincing them for enrolling their children in schools. She was thankful to DSS for its efforts in following up with the authority for arranging school transport for children. She mentioned that about 600 children are benefitted this year because of DSS' efforts.

School teachers: To boost and encourage teachers on the work they are doing, we celebrated Teachers' day across 12 schools with 131 teachers being a part of the celebrations. This year 7 teachers participated in the parents meetings and conducted follow up of children who were irregular to school.

Survey

We surveyed **1065 sites** and identified **996 out-of-school children** in the age group of 6 to 14 years across all 3 project area. We focused only on 312 (29%) sites with out of school children as there were no children on 605 sites, children were already attending school on 122 sites and 26 sites were covered by other NGOs.



Raising Awareness

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 teachers and school authorities. This year we reached,

- 1680 parents through 153 meetings across 89 sites.

- 366 parents through 23 meetings in 15 schools.

School Enrollment

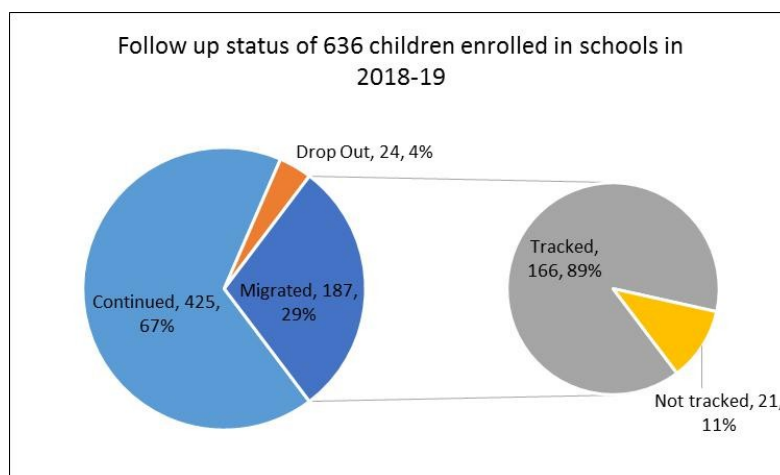
Encouraging parents to enrol their children to schools is one of the ways to get them to actively participate in their child's education. During the year April 2018 to March 2019 we enrolled 636 (64%) children to schools from 996 children identified in survey. These children were from 171 sites and enrolled across 35 government schools with participation from various stakeholders.



- 84% children were enrolled by parent participation throughout the project area.
- 95% enrolment was done by parents in Baner – Balewadi which is our 3rd year of program. This is in line with our program objectives of parents taking complete responsibility of their children's education by the 3rd year.
- In Narhe the enrolment by parents is comparatively lower i.e. 68% because Shikshan Mitras have been proactive here and supported parents in enrolment of 28% children.
- DSS enrolled children only from Moshi area which is our 1st year of program.

Follow up of children

Below graph gives follow up details of 636 children enrolled in schools:



- 67% children are continuing education as of March 2019.
- 29% children have migrated, out of which we have tracked 89% children. Out of the 89% children tracked, 74% children are attending school in the new locations they have

moved to. This is an increase against the 61% children in 2017-18 who migrated and were attending school in the new location.

- We have been successful in keeping the dropout rate to 4%, well below our target.
- We conducted 2 preparatory support camps to support the 24 children who dropped out of school.
- The 21 children who could not be tracked were mainly because of reasons like incorrect phone numbers or parents having no contact numbers.
- We distributed **507 EGCs** to children to help migrated children in their school enrollment.

Activities supporting school enrolment and continued education

Activities are similar to those discussed under ECC. Below details mention the reach in the project areas.

Providing School Transport - Out of the total 636 children enrolled in schools across the project areas (*Moshi-296, Narhe-125, Baner-Balewadi-215*),

- We have taken complete responsibility of transport for 39 children and partial responsibility of 28 children from Moshi area.
- In Narhe, parents are providing transport to 14 children and we are taking partial responsibility of transport of 9 children. Parents' contribution in transport has increased from 17% in 2017-18 to 33% in 2018-19. This shows that the awareness and inclination of parents towards their children's education is increasing.

Preparatory Camps - We conducted a total of **7 preparatory camps covering 63 children**.

Support classes - We ran **5 support classes covering 99 children** and all of them attended school.

Teach Each Child (TEC) - We covered **28 children through 12 TEC classes**, out of which 9 children were enrolled to school.



6. NETWORKING AND NURTURING

DSS has been in the field of primary education since 1989, mainstreaming out of school children and teaching them reading in 120 days through various innovative programs and teaching methodologies. Like DSS, there are other NGOs who are either enrolling out of school children in schools or running classes for them to improve their learning levels. Some of them are specifically working with migrant communities and have also approached DSS for assistance in the past.

Based on this background, this year, DSS launched Networking and Nurturing with the objective of capacity building of their teachers by sharing our teaching methodology and best practices and replicate a sustainable model together.

We worked with 2 NGOs - Caring friends, Ahmednagar and Disha Samajvikas Sanstha, Barshi, Solapur, trained 14 staff members and covered 234 children.

Girls in the remand home become teachers

DSS provided training to teachers of Caring Friends through various on-site training sessions. One of the sessions was conducted in a remand home in Ahmednagar. Ms. Mane who works in the remand home asked two girls from the remand home to participate in the training session. The girls underwent four days of training by DSS. There is a primary school in the remand home and these girls were asked to conduct classes for children from Ist to VIIth std. who needed more assistance with their studies. Based on the training they underwent, the girls applied what they had learnt and taught the children effectively by preparing teaching tools and using them with great efficacy. These girls successfully conducted the classes for five months.

Despite being in a difficult situation, these girls showed an exemplary approach to make best use of the opportunity which came their way and share their knowledge with others like them.



II. SCHOOL INTERVENTION PROGRAMS

Our **School intervention programs**, cover children from 3 to 14 years of age in various Corporation, Zilla Parishad and semi-aided schools in Pune, Pimpri - Chinchwad and Mulshi area. The children in these schools come from underprivileged backgrounds and enrolling them in schools is just the beginning. To help them continue learning in school, the first step is to teach and inculcate good reading habits which is done through our Project Grow with Books. In addition to this, we focus on overall development of children and teaching good habits form an important part which is taught through Teach Them Young. We are also working with 3 other NGOs in training Balwadi teachers through our Project Chetana.

1. PROJECT GROW WITH BOOKS (PGWB)

Started with 10 schools in 1999, PGWB aims to improve the vocabulary and reading capability of children from government schools. In 2018-19, we **reached 53,613 children from 190 schools** through below programs:

First Steps Forward (FSF) – Launched in 2011 with the objective to enable 85% of the students to read their standard appropriate text book provided they have class attendance of 80% or more. Daily sessions of 45 minutes are conducted for the 1st standard children where children are grouped according to their reading levels. A variety of teaching tools are used extensively to give ample practice of the alphabet, words etc. Song and storytelling are also a part of this session.

- We covered 7902 children from 167 schools in 2018-19.
- 61% children were able to read 1st standard text book as expected.

At the end of this academic year, we compared the reading levels of children from 24 schools where we ran FSF and 24 schools without FSF. **We observed that schools with FSF had 65% children who completed composite letters while in non-FSF schools only 19% children had completed the same.**

Regular meetings are conducted with parents to explain the way sessions are conducted and their children's progress. We also form parent-child or sibling pair to help children who are lagging behind in their studies with constant support and motivation from our Book Fairies. This year 73% children of the Parent Pair have reached their expected levels and 71% 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. 42% of the 'Buddy Pairs' were successful in helping their classmates.

Reading Class (2nd to 4th standard) - These are 90 minute sessions conducted by our 'Book Fairy'. Each class gets one session once a week consisting of reading, vocabulary games, singing songs, storytelling and sharing.

- We conducted 95% of the planned sessions.
- 33,176 children benefitted from these sessions.
- We have a book stock of more than 3 lakhs to cover more than 53,500 children from 1st to 7th standards.
- 44% children read more than 25 books in the reading class sessions throughout the year.

Home Lending (1st to 7th standard) - Children are allowed to choose a book to take home to further generate interest in reading. They are given a book every week that they are supposed to return in the next week.

- This year 173 teachers from 42 schools have conducted Home lending library for their classes.
- 99% of children from Primary section and 94% from Secondary section have taken on an average 16-17 book to read at home.

All the above programs are supported by activities like colouring, competitions on story-telling, reading and essay writing, creating a wall magazine etc.

Book fairies make daily bus rides more fun and productive!

A PMC PMPL bus runs between Hadapsar and Wanorie to pick and drop students to and from school. Children staying in the Ramtekdi Vaiduvadi area commute through this bus. Ms. Sheetal Gaikwad and Ms Shabana Sayyed, residents of the Vaiduvadi area, work as book fairies in the Wanorie School. Even they use this bus while returning from school.

During their travel from school, they observed that students created chaos in the bus which made it difficult for the bus driver to maintain order in the bus. To control this situation, our book fairies came up with a brilliant idea. They asked the students to read the books distributed to them, and narrate the story to others during their bus travel. Thereon, the children started reading books and preparing for their storytelling session. Thus, during their time in the bus, children would either be reading books or listening to the stories. This automatically reduced the chaos made the bus ride pleasant.

After few months the children were separated into 2 buses; one for boys and the other for girls. The book fairies are conducting this activity in the boy's bus, but the girls have continued this activity in spite of not having a book fairy riding with them!

Other Initiatives

Bridge Classes – At the appeal of the school staff and the ZP officials while working in Mulshi and Maval, we conducted bridge classes in 10 Zilla Parishad (ZP) schools. Run on similar lines of FSF, children from 2nd to 4th standard who are not at the reading level of 1st standard attend these sessions. 52% of children have achieved the target and graduated from these classes.

This year we also introduced Mathematics in these classes with the objective to enable children from standards 2nd to 4th do Math of 1st standard level. This was done by conducting a 30 minute Maths class every day covering 44 students.

School Management Committee (SMC) - A compulsory body for government schools, SMCs constitute of parents (75%), teacher representative, school principal, student representatives, education specialist and community representative all coming together for the betterment of the school. DSS has been working with SMCs since 2014-15. This year we worked in 30 PMC school SMCs.

This year we have observed that SMCs from 9 schools have worked with minimum support from DSS. They have taken initiative in calling SMC meetings, planning kitchen visits, identifying and resolving issues etc. We plan to just supervise these schools next year.

Children's Group – Started in 2014-15, Children's Group is a forum for children to raise and discuss challenges faced by them. 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.



GWB with other organizations

CASP – We conducted training and monitoring for their Remedial class project in schools. As they were planning to hand over this project to the teachers of the intervention schools, DSS was asked to conduct trainings of these teachers with a view to explain the use of remedial classes and also the content of these classes. Since the training given by DSS for their school teachers in Pune was appreciated, CASP invited DSS to conduct a similar workshop for their Mumbai school teachers too.

Training of ZP teachers on DSS Teaching Learning Material (TLM) - Bal Raksha Bharat (STC) had organized training for ZP school teachers in Sinnar. STC had purchased Teaching Tools from DSS and hence a training on 'How to effectively use the TLM's' was conducted by DSS. The training was attended by 194 teachers over a period of 2 days.

2. TEACH THEM YOUNG

This program was started in PMC and ZP schools in 2016 and is aligned with 'Swachh Bharat Abhiyaan' launched by Government of India in 2014. The objective of this program is to inculcate good eating habits and create awareness about the importance of hygiene during meals and using sanitation facilities appropriately. We work with children from 'Balwadi' (pre-primary) to 4th standard.

While direct beneficiaries are children, we also work with school authorities, school teachers, SMC and local administration to make the program sustainable. We plan to exit from the schools within 3 years and hand over the responsibility to the school authorities. We also take help of parents to ensure children follow good eating habits at home.

- This year, the program was conducted in **35 schools covering 11,571 children**.
- 45 parent meetings were conducted in 30 schools with focus on topics like continuing good eating and sanitation habits at home, balanced diet and an open communication.
- 33 Balgats were formed in 33 schools covering 370 children who took responsibility of respective classes to guide and encourage children to follow good habits.
- We worked with 17 SMCs towards infrastructural issues in respective schools.
- We felicitated 6 housekeeping staff from 6 schools to encourage them to keep up the good work.

Good work has a domino effect - There is a school where Door Step School is not running the TTY program, yet due to word of mouth, we came to know about an interesting incident. Ms Swati Londhe, Headmistress of Vasudev Balwant Phadke school, School 30B; Fatimanagar school came to know about our program from Vaiduwadi School, where we have been implementing this program since 2016. She understood the procedure for registering online complaints. With our help, she registered a complaint regarding insufficient infrastructure in her school. She submitted the written complaint to Asst. Commissioner Mr. Sanjay Gavande from the ward office who deputed his staff to visit the school and promised suitable action to resolve the issues. Ms. Londhe informed us that Rs. 10 lakhs have been sanctioned for the work which will be completed during FY 2019-20.



3. PROJECT CHETANA

Project Chetana was launched this year for Balwadis in 30 PMC schools along with 3 other NGOs namely Swadhar, Snehdeep Janakalyan Foundation and Identity foundation. All these NGOs are part of the READ NETWORK. The program was modelled in 30 schools by these NGOs and simultaneously implemented in rest of the 142 schools by the PMC Education Department. This program has been designed with an exit strategy wherein the 30 model schools will be handed over to PMC after 3 years.

DSS and Swadhar are responsible for 10 schools each and Identity Foundation and Snehdeep are responsible for 5 schools each. This program is based on SCERT's AAKAR Curriculum which is the State Government curriculum.

A total of 1980 children from 30 schools were covered this year out of which DSS has covered 779 children (349 children from Junior KG and 430 from Senior KG).

When we started this program in July 2019, there was resistance from the teachers association and the teachers in Bibwewadi schools. They had apprehensions about their own jobs and thus stopped us from coming to their schools. Although we have been running Reading Class program for several years in these PMC schools, we had never come across such opposition in the past.

Mrs. Shubhangi Chawan and senior management from the NGOs had a meeting with the Teachers' Association. She explained that we plan to work with the teachers and once they are equipped with the proposed methodology of teaching and conducting the Balwadi classes, we will move out. We convinced the association.

We conducted an assessment of all the schools we worked with in the last year and based on this assessment we found that maximum number of Balwadis from Bibwewadi are at par with our model. We plan to exit from 50% schools in this cluster in about a year. This is a stark contrast in their participation from their initial attitude towards us.

III. TRAINING CENTER - PARIVARTAN

Door Step School's Training Centre (Parivartan) was launched as a separate entity in 2007 to fulfil training needs of our staff. Since its inception, over 700+ new teachers, 300+ new book fairies have received trainings.

Besides training the internal staff, DSS has also been providing trainings to other NGOs as per their requirement.

IV. DOOR STEP SCHOOL PUBLICATION

- Started printing graded learning books since 2001 and launched DSS publication in 2016.
- Till date, DSS Publications has published 68 titles of books, 15 Language tools, 22 Math teaching tools and 13 Balwadi teaching tools.

V. FUTURE PLAN

- To streamline the activities of Balwadi classes in EACs through extensive trainings for the EAC staff on understanding the developmental milestones of the children between the ages of 4 to 6 years and developing new tools as required.
- To increase school enrolment of children by parents within 20 working days, coming at our EACs.
- To refine and streamline maths teaching methodology launched this year in EACs.
- To develop quantitative method for monitoring the progress of children from reference class in EACs and CLCs.
- Focus on improving reading comprehension levels of children.
- Work on increasing attendance of the study class children in CLCs in order to improve the language learning levels.
- Extend the intervention with SMCs to 40 more schools, taking the total number to 70 PMC schools.
- Implement a 3 year project in 5 aided schools in Pune and 5 in Pimpri Chinchwad with the objective to handover Project Grow with Books to these schools at the end of 3 years.
- Monitoring of mid-day meal activity in 10 schools after we exit to ensure sustainability.
- In the second year of Project Chetana, we plan to expand the program in 10 additional schools and reduce the intervention in already existing 10 schools by 40%.

EXECUTIVE BODY MEMBERS

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

ACCOUNTABILITY AND TRANSPARENCY

Distribution of personnel as per salary and honorarium (as on 30 th June 2019)				Staff details as on (as on 30 th June 2019)			
Salary plus benefits paid to staff	Male	Female	Total	Gender	Male	Female	Total
<2000	0	35	35	Paid full time	50	658	708
>2000 – 3500	0	75	75	Paid part time	0	110	110
>3500 – 5000	0	172	172	Total	50	768	818
>5000-7500	0	171	171	Honorarium	6	6	12
>7500 – 10000	5	117	122	Volunteers*	0	7	7
>10000	45	198	243	Total	6	13	19
Total	50	768	818	<i>* List of Volunteers below</i>			

Registered Under	The Bombay Public Trust Act 1950 The Societies Registration Act 1860
PAN Card No.	AAATT3353K
DARPAN Unique Id No.	MH/2017/0173478
FCRA	083780514
Statutory Chartered Accountant Bankers	Manit J. Shroff Bank of Baroda, Gamdevi Branch, Mumbai

OUR MAJOR PROJECT PARTNERS

FOR MUMBAI

Funding Organizations	
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Builders: 96 Construction Sites (throughout the year) 70 Builders	Others: <ul style="list-style-type: none"> • BMM of North America • CASP Shikshan Project • Inner Wheel Number Five • Late V. G. Joshi General Trust • N G Paranjape Pratishtan • Shri Babulnath Mandir Charities
Substantial contribution in kind by: <ul style="list-style-type: none"> • Aksharbharti • Cubist Edunet Pvt. Ltd. • Kirloskar Foundation • Kumar Nirman • Quest (Science & Math Lab) • Sangam World Center • Garima Khandelwal • Meghna Vaidya • Mrs. Lunavat • Sunita Bhagwat • Someshwari Bhagwat • Tofique Sayyed • Kirti Raina • Savani Laddha • Rahul Bhosale • Nitin Kumar 	

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

For MUMBAI

Alliance Francaise De Bombay	Minakshi Waghani
Ami Waghani	Mohan Hirdwani – Hirdwani Tust
Amita Menon	Manish Doshi
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Create Foundation	SadguruKamubaba Foundation
Darashaw Foundation	Samir Kamat -Netmagic Solutions Pvt Ltd
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Hemant kumar Shukla-Netmagic Solutions Pvt Ltd	Standard Chartered Bank
Hemraj Jain	Story Express
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International Children's Film Festival India (ICFFI)	Tata Consultancy Engineers
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Keshavlal Shah	The cathedral & John Connon Middle School
Kirsten Hughes	Tushar Jack
Laura Ferrara	United Way of Mumbai
Leyla	Vasudeo Nori
Mahavir Craft	Vinit Jain
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Jayashree Vilas Vaidya	Rhishikesh V. Joshi	Vivek Shende
Joglekar Kulvruttant Samiti	Sandeep Soman	

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

Many Thanks to our Volunteers

From MUMBAI

Aadit Jogani	Devanshi Vthalani	Krishna Maheshwari	Parshuram Gite
Aadit Parikh	Dimple	Krunal Raorane	Prachi Mankani
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Anuja Rajput	Pankaj Gupta	Samruddhi Ghatge	Suraj Ravat & Deepali

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Narsee Monjee Institute of Management Studies, Mumbai	Symbiosis Institute of Business Management, Pune
Symbiosis School of Liberal Arts,Pune	Symbiosis School of Media & Communication,B'lore

THE SOCIETY FOR DOOR STEP SCHOOL The Bombay Public Trusts Act, 1950 (Registration No. F-13279(MUM) Name of the Public Trust : The Society For Door Step School Schedule -VIII (Vide Rule 17(1)) BALANCE SHEET AS AT 31ST MARCH ,2019		
FUNDS AND LIABILITIES	RUPEES	RUPEES
Trust Funds or Corpus:- Balance As per last Balance Sheet Adjustment during the year (Give details) Donation Received during the year	4,771,785.00	4,771,785.00
Other Earmarked Funds:- (created under the provision of the trust deed or scheme or out of the income) Depreciation Fund Sinking Fund Reserve Fund Any other Fund- School on Wheels Bus Fund Seed Capital Staff Welfare Fund	NIL 0.00 8,644,409.00 899,664.00 0.00 0.00	9,544,073.00
Loans(Secured or Unsecured) From Trustee From others	NIL NIL	NIL
Liabilities For Expenses For Advance Grant For Rent and Other Deposits For Sundry Credit Balance	424,024.40 11,143,145.00 50,000.00 853.23	11,618,022.63
Income and Expenditure Account:- Balance As per last Balance Sheet Less: Appropriation, if any transfer to reserve fund Add: Surplus As per income and Less: Deficit — Expenditure Account	108,299,832.53 1.00 108,299,831.53 28,546,047.64	136,845,879.17
Total Rs.		162,779,759.80
The Society For Door Step School Jagannath Shankarsheth Municipal School Building, 2nd Floor, Room no.54/55, Nana Chowk, Grant Road, Mumbai 400 007 PLACE : MUMBAI DATE :September 23,2019 <div> Mrs. Rajani Paranjpe President Mrs. Bina Sheth Lashkari Secretary Mr. Nitin Dadia Treasurer </div>		

THE SOCIETY FOR DOOR STEP SCHOOL The Bombay Public Trusts Act, 1950 (Registration No. F-13279(MUM) Name of the Public Trust : The Society For Door Step School Schedule -VIII (Vide Rule 17(1)) BALANCE SHEET AS AT 31ST MARCH ,2019		
PROPERTY AND ASSETS	RUPEES	RUPEES
Immovable Properties (At cost)		
Balance As per Balance Sheet	NIL	
Additions during the year	NIL	
Less: Sales during the year	NIL	
Depreciation up to date	NIL	NIL
Investments:- (FD With HDFC Ltd.)		11,029,035.00
Note: The market value of the above investment N.A.		
Furniture and Fixtures :-Fixed Assets (As per Schedule 'A')		16,631,372.00
Balance As per Balance Sheet		
Additions during the year		
Less: Sales during the year		
Depreciation up to date		
Loans (Secured or Unsecured):- Good/ Doubtful		
Loans Scholarships	NIL	
Other Loans	NIL	NIL
Advances:- (As per schedule 'D')		
To Trustees	NIL	
To Employees	325,080.00	
To Contractors	NIL	
To Lawyers	NIL	
To Others	4,187,955.61	4,513,035.61
Income Outstanding:-		
Rent	NIL	
Interest	1,276,478.00	
Other Income	NIL	1,276,478.00
Cash and Bank Balance :- As per Schedule 'B'		129,329,839.20
(a) In Saving / Current Account with		
(b) In Fixed Deposit Account With		
(c) With the Trustee		
(d) with the Manager		
Income and Expenditure Account:-		NIL
Balance As per last Balance Sheet		
Less: Appropriation, if any		
Add: Surplus As per income and		
Less: Deficit Expenditure Account		
Total Rs.		162,779,759.80
The Society For Door Step School Jagannath Shankarsheth Municipal School Building, 2nd Floor, Room no.54/55, Nana Chowk, Grant Road, Mumbai 400 007 PLACE : MUMBAI DATE :September 23,2019		
As per our report of even date Manit J Shroff Chartered Accountants 10, 2nd Bhatwadi, Girgaum, Mumbai 400 004 M No.33715		

THE SOCIETY FOR DOOR STEP SCHOOL The Bombay Public Trusts Act, 1950 (Registration No. F-13279(MUM) Name of the Public Trust : The Society For Door Step School Schedule -IX (Vide Rule 17(1)) INCOME AND EXPENDITURE ACCOUNT FOR THE YEAR ENDED 31ST MARCH, 2019		
EXPENDITURE	RUPEES	RUPEES
To Expenditure in respect of properties		
Rates, Taxes, Cesses etc.	NIL	
Repairs & Maintenance	NIL	
Salaries	NIL	
Insurance	NIL	
Depreciation(By way of provision of adjustment	NIL	NIL
To Establishment Expenses		NIL
To Remuneration to Trustee		405,600.00
To Remuneration (in the case of math) to the head		NIL
of the math including his household, expenditure, if any		
To Legal expenses -Professional Fees		343,646.00
To Audit Fees		190,537.00
To Contribution and Fees		NIL
To Amount written off:		
(a) Bad Debts	NIL	
(b) Loan Scholarship	NIL	
(c) Irrecoverable Rents	NIL	
(d) Other Items		
To Miscellaneous Expenses		NIL
To Depreciation		3,212,040.00
To Transfer to Specific Fund- Reserve Fund		
To Expenditure on Objects of the Trust		
(a) Religious	NIL	
(b) Educational	121,474,196.00	
(c) Medical Relief	NIL	
(d) Relief of Poverty	NIL	
(e) Other Charitable Objects	NIL	121,474,196.00
To Surplus Carried over to Balance Sheet		28,546,047.64
Total Rs.		154,172,066.64
The Society For Door Step School Jagannath Shankarsheth Municipal School Building, 2nd Floor, Room no.54/55, Nana Chowk, Grant Road, Mumbai PLACE : MUMBAI DATE :September 23,2019 <div> Mrs. Rajani Paranjpe President </div> <div> Mrs. Bina Sheth Lashkari Secretary </div> <div> Mr. Nitin Dadia Treasurer </div>		

THE SOCIETY FOR DOOR STEP SCHOOL The Bombay Public Trusts Act, 1950 (Registration No. F-13279(MUM) Name of the Public Trust : The Society For Door Step School Schedule -IX (Vide Rule 17(1)) INCOME AND EXPENDITURE ACCOUNT FOR THE YEAR ENDED 31ST MARCH ,2019		
INCOME	RUPEES	RUPEES
By Rent		NIL
By Interest (Accrued/realised)		
On Securities	NIL	
On Loans -Fixed& Flexi Deposit with bank	6,056,274.00	
On Bank Account	237,270.00	
On Fixed Deposit with HDFC Ltd	953,734.00	
on Income Tax Refund	0.00	7,247,278.00
By Dividend		NIL
By Donation in Cash or Kind		5,675,695.59
By Grants- As per schedule 'C'		137,931,887.93
By Income from other sources (in details as far as possible)		
Other Income	3,254,405.12	
Sale of Assests	62,800.00	3,317,205.12
By Transfer from Reserve		NIL
By Deficit carried over to Balance sheet		NIL
Total Rs.		154,172,066.64
The Society For Door Step School Jagannath Shankarsheth Municipal School Building, 2nd Floor, Room no.54/55, Nana Chowk, Grant Road, PLACE : MUMBAI DATE :September 23,2019		
As per our report of even date Manit J Shroff Chartered Accountants 10, 2nd Bhatwadi, Girgaum, Mumbai 400 00 M No.33715		



Balsamuh

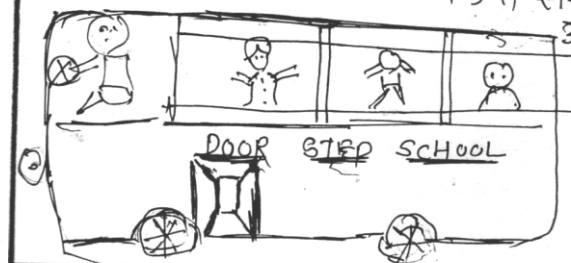
I am in Balsamuh from last 3 years and now I am very disciplined and descent just because of 'Balsamuh'. Due to it now I know many things such as, how to be in a group and listen to others also. We have been to many places in this 3 years but there is not just to enjoy it is also for us to learn something in this picture, picnics and camps. There are many work-shops held for us and one of them is our last work-shop which was of road safety-how to be on road, to cross, to follow the signals and cross road by footpath. I have learnt a lot in this years. I wish more children to learn in beautiful NGO - 'BALSAMUH'.

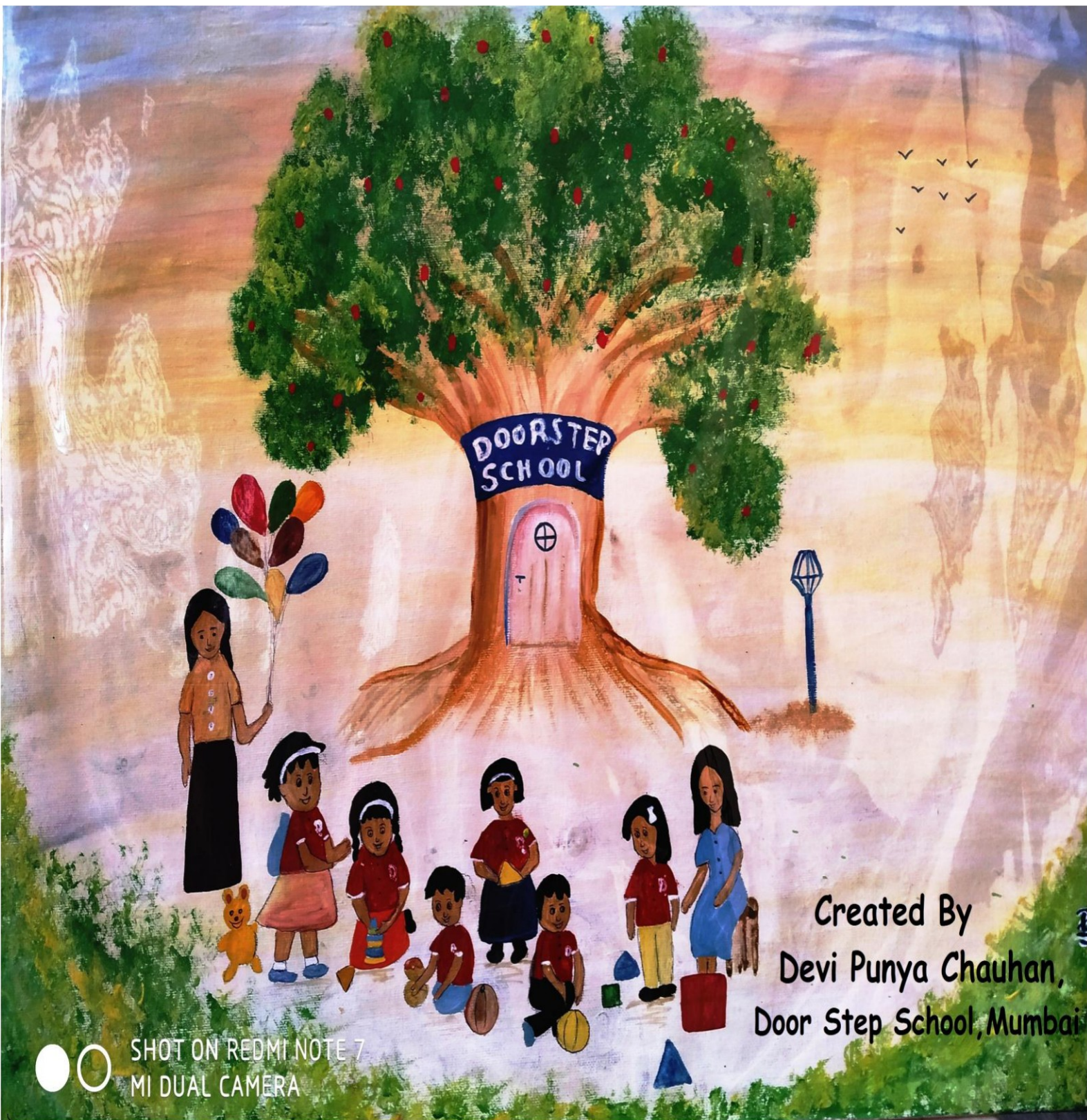
Saniya V. Kesarwani
Colaba Mun. Eng. School, Std 8th

हमारी बस डोर स्टेप स्कूल

मंडाला में गणेश मंदिर के सामने काली है। मेरी बस में पढ़ने हमें अच्छा लगता है। मेरी दीदी और सर हमें पढ़ाते हैं। तो मुझे अपना पण महसूस लगता है। वह हमें चित्त शब्द की भी जोड़ी बगाने देते हैं। मुझे बस में पढ़ने आने अच्छा लगता है। हम बस में प्रयोग करती हैं दीदी सर हमें सिखाते हैं। फिर जायरी में लिखते हैं। और बस में पढ़ना अच्छा लगता है। मेरी बस ही मेरी बड़ी स्कूल की जैसी है। मुझे इसलिए बस में पढ़ने अच्छा लगता है।

बकुरा सरयद
उम्र 12





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