

DOOR STEP SCHOOL

Education moves on to every doorstep



Annual Report July 2009 - June 2010



Maharashtra State Government's prestigious - Ahiliya Bai Holkar Award, 2008-09 awarded to Bina Sheth Lashkari for contribution in field of Child development



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Foreword

On February 12, 2010 we gathered to celebrate 20 years of Door Step School. The event organized at the Y.B. Chauhan Auditorium, Mumbai showcased past and present talent, with our current students and our alumni participating in big numbers. Felicitations were the order of the day with our young achievers being presented an award and our Founders being honoured. The vibrant atmosphere that prevailed at this celebration set the tone and tempo for months to come and served to bring our Alumni closer to us.

In Pune, the Read to Grow Project completed 10 years. The completion of the decade was marked by a series of small gatherings, some academic and some fun filled. This celebration coincided with a dream of many years being realized - the publication of a pictorial dictionary in Marathi. After poring over the text books used in Stds. I-IV in the corporation schools, a list of words appearing in them was compiled for the purpose. The dictionary is now an excellent reference book for young ones studying Marathi, especially those in the PMC schools.

*In the past year, there have been many changes in the nation's outlook to education, not necessarily changing the circumstances, but in many ways presenting us with new odds. In the face of this, we continue to believe "...that the moment one definitely commits oneself, the providence moves too." **

Rajani Paranjpe
President

&

Bina Sheth Lashkari
Secretary

*W. H. Murray, *The Scottish Himalayan Expedition*

About Us

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

History

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

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

Mission

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

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

Vision

To be an instrumental force that brings development to children.

Goal

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

Reach out

Interventions	Mumbai	Pune	Total
Direct – Community Based	3500	10500	14000
Corporation Schools	5100	44000	49100
	8600	54500	63100

NB: As children benefit from more than one service at a time, the statistics above are approximate.

▲ पढ़ने की इच्छा ▲

“मेरा नाम अनिता है। मेरे घर में मेरी माँ-पिताजी हैं। और तीन बहने हैं। मेरे पिताजी काम पे जाते हैं। माँ बंदर पर जाती हैं। मुझे घर का काम करना पड़ता है। मेरी इच्छा थी, की मैं बड़े स्कूल में जाऊ लेकिन मेरी माँ ने मुझे स्कूल में नहीं भेजा। मुझे छोटी बहनों को संभालने के लिए बच्चा। मुझे पढ़ना था। लेकिन बहन को संभालने कोई नहीं था। इसलिए मैं बड़े स्कूल नहीं जा सकी। लेकिन अभी मैं डोर स्टेप स्कूल में पढ़ने जाती हूँ।



- अनिता

Eager to learn

“My name is Anita. I live with my mother, father and 3 sisters. My father goes to work. Mother goes to the docks. I have to do all the work at home. I always wanted to go to a big school but my mom never sent me to school. I was asked to look after my younger sisters. I wanted to study but there was no one to take care of my sisters. Due to this I can not go to Big school. But now I go to Door Step School to learn.”

-Anita Age: 13 years
Shiv Shakti Nagar

I have changed now

“I used to do gambling with my friends. One day Didi came and convinced me to go to School on Wheels. Sometimes I go to the School on Wheels. I used to keep in mind what Didi used to teach us. Now I can read and write. One day people from UK had come. They were happy to know that a rag picker boy is completing his studies. They shot my video. And they are going to help me in my further studies. This all has been possible because of Door Step School. And I want to study further.”

-Hasan Sheikh Age: 10 years
Crawford Market,
School on Wheels

• अब मैं बदल गया। •

मैं दोस्तों के साथ जुआर खेलता था। एक दिन दिदी मुझे समझाकर बस स्कूल लेकर आई। मैं स्कूल में कमी बर्ती जाता हूँ। दिदी जो सीखाती मैं ध्यान में रखता था। अब मुझे पढ़ने लिखने आने लगा।

एक दिन मुझे से लोगों बचाए थे। उन्हें यह जानकर अच्छा लगा। के एक संगीत चुननेवाला लड़का अपनी पढ़ाई पूरी कर रहा है इन लोगों ने मेरी शुरुआत निहानी थी। और मुझे आगे पढ़ाई के लिए मदद करने वाले हैं। यह सब होकर स्टेप स्कूल के कहें से हुआ है। और मैं अब पढ़ना चाहता हूँ।

• हुसैन शेख १० साल
क्रॉफर्ड मार्केट

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MUMBAI

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

Highlights of 2009-10:

- ✓ Door Step School celebrated its successful completion of 20 years. To mark this occasion '**Cultural Event 2010**' was organized by inviting all its stakeholders. This event was celebrated with a colourful program by more than 150 children participating in dances choreographed by professional dance school. The '**Door Step School Achiever's Award**' was bestowed to around 50 Door Step School alumni by CEO and CFO, of Rabo India. The event was supported by '**Rabo India, subsidiary of Rabobank International**'. These young achievers even hosted the entire show where 80% of the audiences were the parents and children of the slum communities. A performance by renowned singer **Parthiv Gohil**, added spice to it as he invited the children and the staff to join him on the stage and dance.
- ✓ A '**Panel discussion on Qualitative Education**' was organized at Balbhavan and the personalities invited were the Education Officer, Abbasahab Jadhav; Director of MPSC, Mr. Narandra Kavade; Chairman of Child Rights Commission, Mrs. Jaiswal and Educationist, Basanti Roy. The objective behind it was to create a platform for the children to interact with specialist in the field and get their queries solved. Though 10 NGOs were invited, 5 participated in the event bringing the number of children to 229.
- ✓ **President of Iceland, Olafur Ragnar Grimsson** with his wife, **Dorrit Moussaieff** along with a few delegates visited Door Step School's "Community Based Classes" and the "School on Wheels".
- ✓ The Rotary Club of Kandivali invited Door Step School to be the implementing partner, when they decided to launch their **School on Wheels**. This School on Wheels was launched after 3 months of survey of street children in Kandivali and Borivali and their present educational status. This is in effect Door Step School's 4th School on Wheels in Mumbai. The area of geographic area of work being determined by the Rotary Club. It is 35-40 kms from Door Step School's present area of work.
- ✓ As an initiative to help the street children get access to books, a **Mobile library** was launched in June'10. This is in form of a van loaded with level appropriate story books and aims to cater to more than 100 children in a month.
- ✓ **Vachan mahotsav (Reading Fair)** was organized at all the locations of DSS operations, both at community and school level. The entire reading promotion team was involved in implementing a unique fair of reading. This was a point of attraction for children, as they enjoyed listening to stories, viewing puppet shows & role plays, playing educational games and reading colourful books. A total of 2769 children visited the fair.

Door Step School - Mumbai

Ward	Communities /Locations
A	Ganesh Murti Nagar (GMN)
	Babasaheb Ambedkar Nagar (BAN)
	Babasaheb Ambedkar Nagar (Extension) (BAN Ext)
	Babasaheb Ambedkar Nagar (Punarvasit)
	Shivshakti Nagar(SSN)
	Shivshastri Nagar
	Garib Janata Nagar
	Mahatma Phule Nagar (Nariman Point)
	Domestic Workers' Class
B	Masjid Bunder
	Wadi Bunder
	New Reay Road
E	Boat Hard Street
	Hay Bunder
	Kawla Bunder
	Kolsa Bunder
	Lakdi Bunder
	MOD
	New Tank Bunder (NTB)
	Pardhiwada
	Powder Bunder
	Reti Bunder
M	Natwar Parekh Compound
School on Wheels I	Ward A - Crawford Market, Fashion Street, Mantralaya
School on Wheels II	Ward B & E , Wadi Bunder, Reay Road,
School on Wheels III	Ward E Reti Bunder, Lakdi Bunder, Hariyana Gate, Reay Road Bridge

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



Activities At A Glance (2009-10)

Sr No	Programme	Activities	No. of Classes	No. of Beneficiaries	
I	Direct Intervention	Community Based Educational Programmes	Balwadi (Preprimary)	44	1257
			Non Formal Education	26	574
			Study Class	34	878
			Total	113	2965
		School on Wheels	N F E	7	215
			Study Class	2	41
			Total	9	256
Computer center			1180		
II	School Partnership Project	Direct intervention in 11 schools covering 5195 beneficiaries	Study class	61	845
			Mental Health Project	3 schools	4257
			Grow with Books	6 schools	3793
			Bus service	1 Round	77
III	Balsamuha		11	300	
IV	Sponsorship			218	
V	Community Learning Center	Door to Door Library	22	1004	
		Reading Promotion Activities	64	1643	
VI	Training Cell	Ongoing Training for - Teachers	On 3 Saturdays a month & 2 sets of 3-4 days intensive training		
		Coordinators	On 2 Tuesdays a month		

Community Based Educational Programmes

Balwadi

It is a preschool programme for the children aged 3 to 5 years. Door Step School balwadi program gears to bring children from socio economically backward families into the main stream of education. Motivating and supporting parents to enroll the children at the right age is an important aspect of pre school education. The program ultimately aims to facilitate easy access to primary education for the first generation learners.

Ward	Units	Children enrolled	Sustained till end of Apr'10
A	18	556	469
B	6	91	82
E	15	487	372
M	5	123	98
Grand Total	44	1257	1021 (81%)

Highlights:

- ✓ During the year 2009-10, Door Step School balwadi catered to a total of 1257 children.
- ✓ In the weekly time table, the time devoted to free play or *mukta khel* was enjoyed most. Forty minutes are set aside thrice a week for this process which equips children with planning and decision making skills, as children are given a few minutes to sit and think of what they want to do, share this with the group and then go ahead and 'do' it. They also come back to the larger group and talk (report) about what they did or what they played with.
- ✓ One of the 'Parents meeting' in 'M' ward, at the beginning of the year was organized with the view to introduce DSS among the locals and to encourage them to leave their children in school. This helped to motivate the parents about the importance of education and also understand the DSS methodology of teaching. Post meeting parents would themselves drop their children in the DSS run classes.
- ✓ Children were amazed to see fish of various colours at 'Taraporewala Aquarium', Mumbai and started talking to the fishes by calling them by their names. Later, at the Kamla Nehru Park children had a good time playing games.

Ward wise distribution of Balwadi beneficiaries into Junior and Senior Group (2009-10).

Ward	Jr. (3-4 yrs)	Sr. (Above 4 yrs)	Total
A	344	212	556
B	80	11	91
E	271	216	487
M	92	31	123
Grand Total	787	470	1257
	63%	37%	

3 year old Aemika joined the Balwadi at the BAN Ext. in July 2008. Hailing from a newly migrated Nepali family, she hardly spoke any Hindi. This created problems in communicating with her in class. Otherwise a very helpful girl, she felt distanced and left out due to the language barrier. But the insistent efforts of the teacher through various alternative means, has made Aemika gradually pick up simple words for communicating. A girl, who didn't even know how to communicate that she needed to use the toilet, has now begun taking part in class activities. The teacher met the family and encouraged them to speak to Aemika in Hindi at home. Aemika has now shifted to other part of Mumbai, but her mother called up DSS teacher to thank her for all the efforts as she has now joined

Glimpses Of Children

At DSS Balwadi And Study Classes...



At DSS various academic and non-academic workshops were conducted and festivals celebrated. Children were also invited by various organizations for workshops and festive occasions.

Study Class

At Door Step School, study classes mainly cater to first generation learners, studying in Std. I to IV. These children often do not have any educational support from the family and hence find it difficult to cope with academics in school. Study class gives them a helping hand to improve their studies.

Highlights:

- ✓ 919 primary school going children were enrolled in study classes while 813 children continued till the end of year. The reasons for dropout being temporary shifting to villages.
- ✓ 31% children were present for more than 75% of the classes.

<i>Distribution of Children attending Door Step School Study Classes (2009-10)</i>			
Ward	Units	Children enrolled	Sustained till end of Apr'10
A	19	504	444
B	4	109	104
E	7	161	145
M	6	145	120
Grand Total	36	919	813

- ✓ To support the talents of the children and to improve communication skills, **Puppet Workshops** were organized. Children learnt puppet making like bottle puppet, stick puppet, box puppet, finger puppet, paper bag puppet and cloth puppet. Both teachers and children made puppet presentations and enjoyed talking to the puppets.

Such techniques aid in engaging children in the class.

- ✓ Maths related activities and language games were given more emphasis in a study class. This helped children to be more attentive and prompt in their regular classes at formal schools. Their school teachers praised the competent manner in which they now solved their sums.
- ✓ To help generate interest and confidence, and to remove fear of the subject of maths, a workshop was organized by the Mohile Parikh Centre, at their premises in the N.C.P.A. complex for 2 days. Students of 3rd and 4th participated in the workshop.
- ✓ Extracurricular activities such as workshop, educational visit, and puppet games have helped in motivating children, thereby increasing their attendance, regularity and interest.

Standard wise break up of Study Class

2009-10 Units – 36			
Class level	Girls	Boys	Total
Std I	169	146	315
Std II	129	108	237
Std III	98	101	199
Std IV	84	76	160
Std V	3	3	6
Std VI	0	1	1
Std VII	0	1	1
Total	483	436	919

Shivani, a class IV student is a beneficiary of DSS study class. She was a very aggressive and mischievous child. The school teachers complained against her and it went to the extent of her being threatened to be suspended. Shivani was found to be beating other kids and not allowing them to study. At this the DSS teacher made attempts to improve her behaviour. She asked other students in the class to ignore her and not talk to her. Gradually Shivani was moved by this and became very upset. She approached her teacher to find out the reason. Teacher explained her that, 'because of her aggressive nature people ignored her. If others are polite, then they also expect you to be the same'. Teacher also tried to understand the problem by speaking to her parents. Shivani started behaving politely and kept quiet in class. Her improved behaviour was appreciated before the class.

Non Formal Education (NFE)

It is a programme geared to cater to the 'out of school' children between the age group of 7 to 14 years to bring them into the process of education.

Highlights:

- ✓ 789 out-of-school children gained basic literacy skills in 33 units of NFE classes during 2009-10.
- ✓ 42% children were present for more than 50% of the working days which is a good indicator as these children are involved in earning their livelihoods.

✓ The Street Play Workshop was conducted by Alpam R. Salvi, a street play trainer. He helped children gain inputs on preparing effective street plays. These trained children will be performing street plays on various social issues at different locations of 'E' ward.

<i>Distribution of Children attending Door Step School Non formal education Class (2009-10)</i>			
Ward	Units	Children enrolled	Sustained till end of Apr'10
A	20	466	304
B	2	56	37
E	7	184	120
M	4	83	61
Grand Total	33	789	522 (66%)

- ✓ All beneficiaries of Door Step School participated in International Literacy Day Rallies, organized at community level. Looking at the children from community, people inquisitively

approached the team to know more. They were made aware about the importance of education and in turn about the work done by Door Step School. This event also helped to gain a room for conducting classes in the new area.

- ✓ On the occasion of Mahatma Gandhi Jayanti i.e. on 2nd October, DSS beneficiaries engaged in Language Workshops at all the locations. Children were encouraged to discuss about the great leader and creating picture book by cutting relevant articles and pictures from news papers. It was observed that children have maintained their picture books and continue to read and collect articles.
- ✓ To understand the processes in a production company, children went for an educational visit at Parle G, a huge biscuit making company. After understanding the process, some of them expressed their wish to work in such company.

Level wise Breakup

Ward	Preparing for 1st	1st	2nd	3rd	4th	Grand Total
A	304	98	43	13	8	466
B	42	9	4	1	-	56
E	169	15	-	-	-	184
M	80	3	-	-	-	83
Grand Total	595	125	47	14	8	789

Children even learn values of life at Door Step School – During the activity of picture description, in one of the picture's a young girl was helping an old man cross the road. Didi explained, "We should always help old people". The next day didi found that Devki and Aishwarya were glowing with happiness. On the earlier evening both of them had helped an old lady by picking up her heavy bags from Natwar Parekh Compound and dropped them to Shivaji Nagar. They were happy to implement what their teacher had taught them. An important value of life was imbibed into them and for others it was learning.

School on Wheels (SoW)

The very 1st school on wheels was launched in July 1998 and this flagship project of Door Step School has been running successfully since 12 years. School on Wheels is a bus designed as a mobile class room. It is a strategy to reach out to the most unreached groups of out-of-school children i.e. street children and pavement dwellers. In a year, each SOW covers 4 classes with approx. 100 children. SOW spends 2-3 years with each group of its beneficiaries. An attempt is made to mainstream the child once an expected level is achieved. DSS currently runs four SoW, in Mumbai.

Coverage of School on Wheels

Area	School on Wheels I		School on Wheels II & III
	Crawford Market, Fashion Street	Mantralaya Churchgate	Reay Road and Wadi Bunder
Type of class	N F E	Study class	N F E
No. of units	2	2	5
Children Enrolled	80	41	135
Children Sustained	57	40	98

Moments to remember at DSS Non Formal Education classes...



*1. Cap making workshop, 2. Visit to Tiku ji ni Wadi,
3. Visit of President of Iceland, 4. Mask making workshop, 5. School on Wheels,
6. Taking a pledge against Substance abuse, 7. Kids @ NFE class.*

- ✓ 200 out-of-school children were enrolled to formal school from School on Wheels since 2001 till 2009. 40 children has reached upto secondary school level.
- ✓ So far more than 1680 children have benefited by the non formal education classes conducted on the School on Wheels.

School on Wheel IV:

The Rotary Club of Kandivali recently launched a SoW, and handed it over to DSS to run. This is fourth School on Wheels being run by DSS in Mumbai and it caters to the street children dwelling or working in Kandivali and Borivali area. It was after the request of Rotary Club of Kandivali, that DSS began with a survey to gauge the requirement of such a service, the number of out-of-school children and their level of education. By the end of June 2010, the team was ready with 3 or 4 groups of children at 4 different locations in need of educational services. The regular Non formal education classes will be conducted from month of July 2010.

Highlights:

- ✓ During Diwali festival, children participated in 'Greeting Card and Diya Making' workshop where their creativity was given wings and hence made beautifully decorated cards and diyas.
- ✓ Upon observing the habit of tobacco eating among children. A session was organized on 'Ill effects of eating tobacco'. By the end of the session few children handed over their tobacco packets. They pledged to never eat tobacco again. Regular reinforcement about such issues is done with the children.
- ✓ Children thoroughly enjoyed the experience of watching Bal Ganesha, an animated movie at New Excelsior Theatre.
- ✓ Gandhi Jayanti was marked by organizing a visit to Mani Bhavan, a museum describing life of Mahatma Gandhi. Children were inspired by his work and expressed the wish to help others in life.

Once the SoW teacher found a small girl called Ayesha, among few elder boys, who were all rag pickers. She found that the girl was being teased by the boys as they pulled her hair and hands. Looking at this, teacher interrupted and tried to explain that the behaviour of the boys towards Ayesha was not appropriate. She advised her to attend SoW and study to increase her knowledge. Teacher also tried to motivate her by showing all the attractive study material. To this she didn't respond, frowned and left. The teacher kept on enquiring about Ayesha for the next few days. Her peers said that she didn't want to meet the teacher. It was after continuous follow up and persuasion that Ayesha herself came up to the teacher and shared her willingness to study. Now she promises to be a regular student.

School Partnership Project

The School Partnership Project is a form of direct intervention with the student body of a formal school, to enhance the schooling experience. The activities, conducted directly in the school, focus on building the child's capacity to cope and making the school a place conducive for learning. The basic programs include Study Classes – during and after school hours, Project Grow with Books and the Mental Health Project. Other supportive activities include – competitions, workshops, educational visits etc.

Name of School	Project Initiated in	Medium of Instructions	Total beneficiaries
Colaba Municipal School (CMS)	1999	<ul style="list-style-type: none"> ✓ Marathi No. 1 ✓ Marathi No. 2 ✓ Hindi No. 1 ✓ Hindi No. 2 ✓ English 	3121
Janabai & Madhavrao Rokade Municipal School (Janabai)	2005	<ul style="list-style-type: none"> ✓ Marathi Medium 	651
Jagannath Shankarseth Municipal School (JSS)	2008	<ul style="list-style-type: none"> ✓ Marathi Medium ✓ English Medium 	752
Lord Harris Municipal School	2010	<ul style="list-style-type: none"> ✓ Marathi Medium 	289
Borabazzar Municipal School	2010	<ul style="list-style-type: none"> ✓ Hindi Medium 	252
Manohardas Municipal School	2010	<ul style="list-style-type: none"> ✓ Marathi Medium 	130
Total		11 schools	5195

Highlights:

- ✓ By the end of the academic year 2009-10, DSS expanded its out reach to 3 new schools. Hence School Partnership Project is now implemented in 11 schools reaching out to 5195 beneficiaries.
- ✓ School Partnership Project catered to 817 children studying in Std. I to VII by running 57 Study Classes in 3 schools.

<i>Standard wise Distribution Of Study Class</i>			
Class level	CMS	JSS	Janabai
Std I	82	27	20
Std II	258	32	18
Std III	180	26	30
Std IV	60	26	22
Std V	-	9	11
Std VI	-	14	-
Std VII	-	2	-
Total	580	136	101

- ✓ Workshops on the topics of Language, Maths, Science, Geography and Drawing were conducted in all the grades from I to VII based upon the requirement. Appropriate resource persons were invited to conduct them and children gained valuable inputs in terms of clarity of basic concepts, easy methods of finding solutions, knowledge about the globe etc.
- ✓ To mark Women's Day the team of counselors conducted a session on **Self identify & self awareness** for the girl students

of Std. VIII in all the schools.

- ✓ Most of the children attending Colaba Municipal School are of the *Banjara* community, which uses totally different language from the medium of instruction at school. Hence Language Development Workshop for Std. I help in coping with the barrier.

- ✓ Organizing competitions like rangoli making, elocution, debate etc. help in boosting children's confidence and acts as a platform to showcase their talents.
- ✓ Attendance has increased tremendously due to reading promotion activities.

Impressed BMC teachers, repeatedly tell kids to take advantage of the wonderful teaching aids, unique teaching processes as well as the sincerity & skills that Door Step School's teachers bring to them. They also point out that such facilities were not available when they were young.

Grow With Books

Literacy skills imparted in the classroom are not enough to ensure that all children can read with comprehension. Further stimulation is needed by making suitable books and reading material accessible. Project 'Grow with Books' is now incorporated into Door Step School's, School Partnership Programme with Municipal Corporation of Greater Mumbai (MCGM). A special permission has been given by MCGM to implement Project Grow with Books, a Reading Promotion program within regular class hours. An hour a week is devoted to this for each division of Stds. I-IV in all the schools. This year through Project Grow with Books, we were able to reach out to 3793 children.

- ✓ With the objective of encouraging children to develop a healthy reading habit and simultaneously to explore language beyond textbooks, an effective action plan was designed.
- ✓ Various media like story telling with or with out a book in hand, role plays, puppets are all used to enable exploring of the language as we use it every day.
- ✓ A total collection of 5051 books in Hindi, Marathi and English language of various relevant publications have been made available to children. These level appropriate books are regularly circulated in all the classes

Priya said, "In the puppet show, the dolls were talking. That was real fun!"

Having observed the significant change in the children who have engaged in these activities, the BMC teachers are now requesting to borrow the teaching aids & other materials used, for utilize in their own class.

Time distribution of each Reading Promotion class of 1 hour		
1	15 mins	Story Narration
2	15 mins	Language development games
3	15 mins	Self reading
4	15 mins	Sharing new information

Library Program

Through the Library program children studying in Std. V to VII get an access to a variety of level appropriate story books. DSS team visits every class once a week and children chose a book as per their liking from the variety of books displayed. Unlike regular book lending program, children are also encouraged to share the stories in the class and also get in touch with the facilitators in case of queries. 1106 children benefited from the Library Program conducted at the CMS, Janabai and JSS School.

Moments to remember at DSS School Partnership Project...



At the corporation school level DSS conducts study classes, reading promotion classes, workshops, competitions, picnics and awareness programmes at times involving the MCGM officials

Mental Health Project

MCGM schools cater to children from an underprivileged background. This population includes a proportion of children who have special needs, which are neglected due to lack of awareness, guidance and support. The mental health project reaches out to children, youth, teachers and parents with the objective to understand the abilities and stresses of the children and build stronger support systems to help them cope with their stress.

- ✓ The total coverage of the project is 4257 children in 3 MCGM schools of which 1024 children belonging to Std. I was observed.
- ✓ Based upon the class observations, 100 children were screened during the year of which more than 55 children currently undergo ongoing individual sessions.

"Initially the children would be anxious when I would take them for individual sessions. This was a result of feeling scared about who I was, what would I do or say etc. But slowly with more interaction and play, they started to look at me as an approachable person. They began to see me as some one with whom they could be themselves without fear or inhibitions. The rapport that was built would initiate the slow change in them and it was quite evident over a period of time that the sessions were helping them."

- ✓ Through the 'Psycho-educational modules' 197 students of Std. VII were introduced to developing coping skills relevant to stressful situations in 3 schools.
- ✓ To facilitate better parent child interaction 'Modules on Better Parenting' were conducted at community level involving 59 parents.
- ✓ This year Door Step School got a chance to conduct a session on 'Stress Management' with B.M.C. School teachers in Janabai Municipal School covering topics of Role of the counselors, Handling sensitive incidents in school and Confidentiality.
- ✓ New modules are created as and when the need and opportunity to conduct sessions with any of the beneficiary groups arises. It is generally observed that all groups enjoy the interactive sessions that allow them to express what they feel. It promotes bonding and a good team spirit.

School Bus Service

As parents are daily wage earners and are not able to drop children to school, it was observed that children attending Municipal Schools were either irregular or dropping out. Hence, the School Bus Service was started with the objective to reduce the dropout rate of school going children and to increase their regularity.

- ✓ During the year, children were catered to by one bus on one route in 'A' ward to Colaba Municipal School.
- ✓ A total of 77 children from 4 communities of 'A' ward, benefited from Bus Service.
- ✓ The service has been very well accepted by the community and parents willingly send the kids to school.

At the corporation school level DSS conducts study classes, reading promotion classes, workshops, competitions, picnics and awareness programmes at times involving the MCGM officials

Formal School Enrollment

Follow-up of Students Enrolled in formal schools in the academic year 2009-10

Enrolled from	No. of Children Enrolled	Number sustained at the end of year Apr'10	Percentage Sustained
Balwadi	499	453	91%
Non Formal Education Class	204	175	86%
From the community- but not from a Door Step School class	37	35	95%
From School on Wheels -Sc at Mantralaya	9	9	100%
Total	749	672	90%

90% of the enrolled children sustained in schools due to the follow up by DSS. The team members stayed in close touch with the children, ensuring that they continued to attend school.

Standard wise Breakup of Children Enrolled In School (2009-2010)

Type Of Class	KG	1 st	2 nd	3 rd	4 th	5 th	6 th	7 th	8 th	Grand Total
Balwadi	11 7	382	-	-	-	-	-	-	-	499
NFE	-	126	32	24	8	2	8	3	1	204
Study Class	-	8	1	-	-	-	-	-	-	9
Community	-	35	1	-	1	-	-	-	-	37
Grand Total	11 4	551	34	24	9	2	8	3	1	749

Community Learning Centre (CLC)

The CLC works with the basic objective to encourage children to explore language beyond books and create accessibility to level appropriate books. As it was observed that children these days are rapidly losing contact with books due to the emergence of other sources of information and entertainment, there was an urgent need to build a centre where reading would be fun. The key features of CLC include access to reading and audio-visual material, activities like story narration, book reading, language development games and resource bags.

Community Learning Centre Coverage

Name of CLC	Total number of beneficiaries	Total Number of Books	Resource Bags
Transit Camp	992	3994	16
Shiv Shakti Nagar	234	751	-
E Ward	417	876	5
Total	1643	5621	21

Highlights:

- ✓ In this year Door Step School inaugurated two more CLCs at Shiv Shakti Nagar and at 'E' ward.
- ✓ At the class level DSS beneficiaries from the communities in A ward and E ward visited the CLC once a week and took the benefits of the resource bags, educational kits, audio visuals and story books.
- ✓ A Science workshop was conducted by inviting Prakash Nevale as a resource person. He took up concepts of sensory organs by demonstrating some experiments. Children utilized the activities to think more logically and enjoyed the workshop.

"...Various workshops are boon for the children to learn a concept in a different, simpler and short way, than the textual information, which is vast and difficult to understand..."

Earlier, kids would return the books, without reading them. Now, however, their interest has been ignited and they read a wide variety of books. Their vocabulary, conversational skills & store of information has greatly improved"

-a reading promoter in Shiv Shakti Nagar.

- ✓ The Geography Workshop by Nilesh Todankar was a favorite, as children were keen on searching places in the map which they had always heard in movies. The information about the climatic conditions, resources, and attractions was very informative for children.

Door to Door Library

The door to door library is a strategy to reach up to maximum number of children in the communities where DSS is functional. This approach encourages school going and drop out children, to create a vision beyond regular text books and cultivate a habit of reading. The program is run by recruiting Bal Samuha members as volunteers, who on a weekly basis visit the communities carrying a variety of story books for children in age group of 10 to 16 years Each volunteer caters to 50 members and hence the total outreach was 1004 beneficiaries.

Door to Door Library Coverage

CLC	No. of Books	Total number of libraries	Beneficiaries		Total beneficiaries
			School Going	Drop Out	
Transit Camp*	986	14	632	45	677
SSN	164	4	120	07	127
E ward	200	4	199	01	200
Total	1350	22	951	53	1004

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

The CLC also serves as an Open Library, wherein it is kept open for interested readers from the community, on every Saturday. Through out the year, 81 interested persons, mostly youth from the community benefited from this service. The centre also gives them a quiet place to read.

The beneficiaries of open library also enjoy the benefits of Summer Camp held in month of May every year. A variety of activities are planned for the children and the youth as a part of this day camp like dramatics, puppet making, dancing, to name a few.

Computer Centre

The DSS Computer Centre caters to all its beneficiaries situated in 'A' ward. Children visit the centre once a week according to their time table and learn basic computing techniques. Every week children keenly wait for their turn as this is a unique opportunity for them to learn and get acquainted with computers. The computer teacher teaches them right from basic mouse handling techniques to creating file and folders.

Computer Class Strength

- ✓ A customized syllabus is prepared for each level of children.
- ✓ The basic components of the syllabus include MS word, paint, animated poems, puzzles, Jumpstart pre-school etc.
- ✓ Various educational CDs tailor made for certain topics like maths, language, grammar etc. are used.
- ✓ This helps children in enhancing their knowledge bank and vocabulary.
- ✓ 37% children were present for more than 80% of the classes.

Class	No. of Batches	Total
Balwadi	8	241
NFE	16	373
Study Class	15	377
Youth (Balsamuha)	5	116
Sponsorship	1	7
Private Batch	2	10
Advance course	2	56
Total		1180

Pooja was enrolled in the NFE programme of DSS in December 2009 in Babasaheb Ambedkar Nagar .She had come with no knowledge of either Hindi or Marathi. She had never seen a computer before. Initially she grappled at both NFE and the Computer classes. But with the continuous efforts of the teachers, she has developed her languages. She recognizes the alphabets and matras and can even speak Hindi. She has also picked up mouse handling and typing quiet fast. Now she helps out fellow classmates and friends in dragging the mouse, opening any program from the desktop and typing. Pooja has progressed a long way!

Sponsorship Project

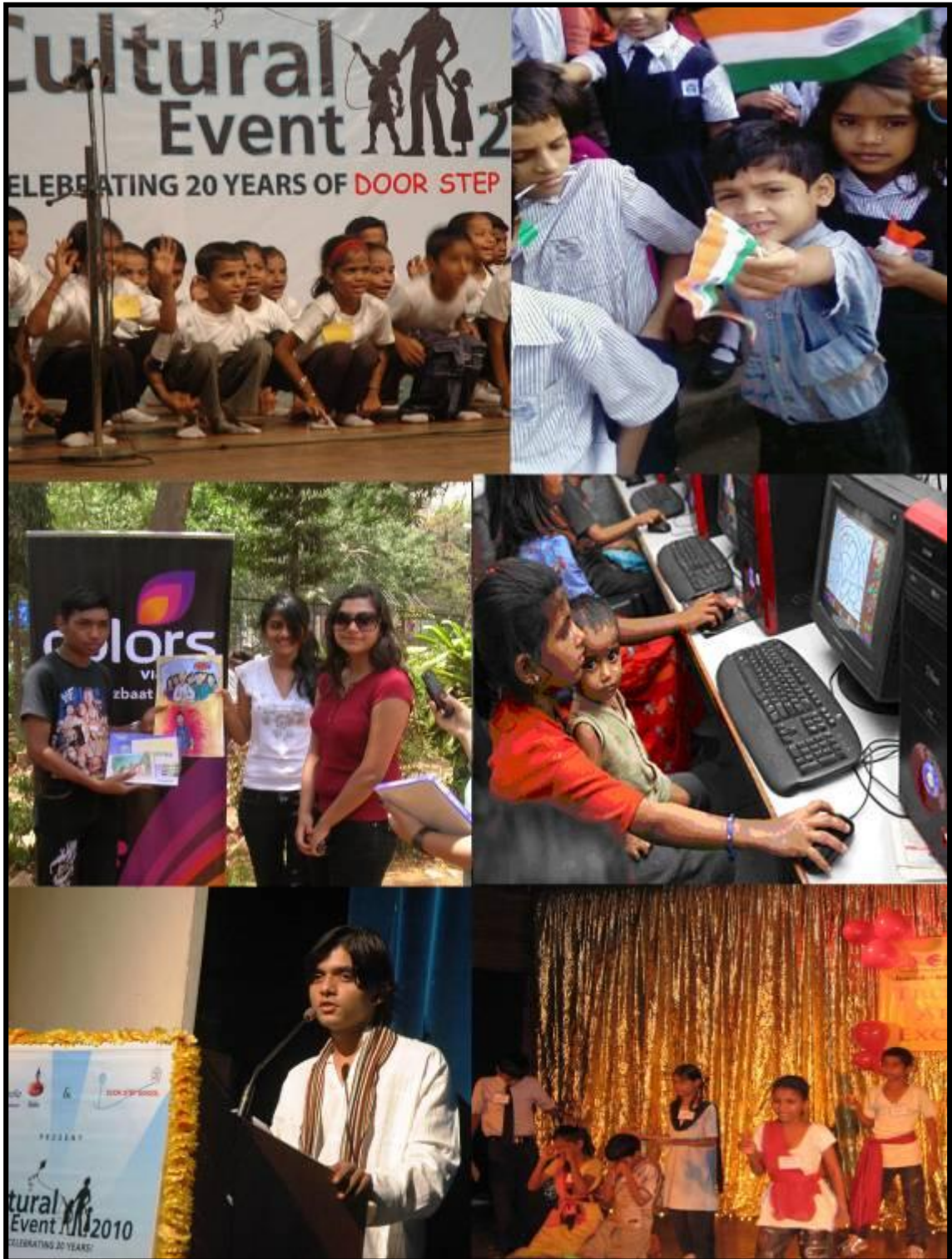
The objective of Sponsorship project is to identify children in need of educational support and to help them by sponsoring their requirements. During the year 2009-10, through Sponsorship Project educational material, shoes, under garments were provided to these children. Picnics, workshops, computer class, traveling

Distribution of beneficiaries

Sr. no.	Sponsor	No. of beneficiaries
1	Nanhikali	150
2	India rising	65
3	CAF Matching Grant	3
	Total	218

allowance, financial assistance were some of the other benefits they got. The material provided to the sponsored children was varied, depending on the child's need and resources offered by the donor agency.

Glimpses of a few special moments at Bal Samuha, Computer Centre, Community Learning Centre...



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The policy for 'Criteria of selection' was introduced and children were selected accordingly.

- ✓ Regular meetings were conducted with these children to enable smooth distribution of material, documentation and follow up for keeping a track of their academic performance.
- ✓ More than 90% of the sponsored children have successfully taken the year end exam and are promoted to the next class.
- ✓ The regularity of children in school increased as they had all the material to study.

Bal Samuha

Bal Samuha consist of two words - 'Bal' denotes children and 'Samuha' denotes group, implying Bal Samuha as Children's Group. Such groups were initiated with the intention of keeping in touch with the youth of the community, who have had some association with Door Step School i.e. DSS alumni. Most of these members have been introduced to education by the efforts of the organization, and are now studying in the secondary or higher secondary schools. They fall into the age group of 10 to 18 years. The Balsamuha coordinator along with the DSS team conducts regular meetings and members work for the development of the community by addressing the various issues concerning the communities they reside in. Skill building activities and networking with various organizations is increasing their scope of work.

Bal Samuha Group Details

No.	Bal Samuha (Youth Groups)	Active members	Community	Year of Foundation
1	Sanjivani	35	BAN	1997-2000*
2	Ektaa	45	Backbay	1997-2000*
3	Sankalp	15	GMN	2002
4	Maya	45	BAN Extension	2002
5	Roshni	15	SSN	2005
6	Anmol	10	Domestic workers	
7	Challenger	50	Colaba Municipal School	2005**
8	Golden	15	Masjid Bunder	2006
9	Jagruti	15	New Tank Bunder	2008
10	Janabai School	40	Masjid Bunder	2009
11	Pragati	15	Hariyana Gate	2009
	Total	300		

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

** This group is composed of students of St. V to VII of English Medium School.

Highlights:

- ✓ The Coordinator of Bal Samuha attended a capacity building training on 'Child Rights' at 'National Institute of Public Cooperation and Child Development' in New Delhi for the period of one month.
- ✓ Like every year a Felicitation Programme was organized and 14 SSC passed students were felicitated. It has been observed that, such small victories help in motivating the children to work sincerely to achieve things.

'Challenger' has really proved their name by taking up challenging tasks not only to support smooth functioning of school but have also represented themselves on behalf of DSS at "Indus Mela" by putting up a stall at YMCA. With the varied tasks taken up by the group there was self empowerment. They took active part in street plays for literacy awareness. Their street plays won prizes at school and ward level.

- ✓ Two of the Bal Samuha's participated in an Inter-NGO Football Tournament by Concern India Foundation for which the group leaders conducted football training. One of the teams managed to enter the semi final round.
- ✓ The groups of 'A' ward, conducted awareness sessions on Swine flue, Addiction, Child Marriage, Garbage Issue and Education by the medium of Film screening, Posters & Street plays.
- ✓ The Leadership Training Camp was a huge success with the participation of 65 Balsamuha leaders & 6 youth members. The objective of creating a conceptual and holistic understanding about Balsamuha was accomplished while the youth groups and the counselors' team facilitated it very well.
- ✓ With the aim to create a self-reliant system for development of upcoming Bal Samuha, DSS is focusing on developing its Youth Group.
- ✓ The major impact of Balsamuha programme was seen at the 20 Years Celebration of Door Step School, where the entire event was hosted by the members. Their efforts were appreciated by the diverse audience of donors and beneficiaries.

I Create Inc. had invited participants from various NGOs for an Aspiring Entrepreneurs Workshop. 14 members had participated wherein they learnt to create a business plan. This helped the children to think differently about their career and understand aspects of entrepreneurship. All of them gave in their entries for a competition by creating Business plans based upon their ideas. Three B-plan entries from DSS are the winners of seed money from I Create Inc. The business idea of a Toy Shop won Rs. 6000/- while those of Fish Supply and Coaching Classes won Rs. 10000/- each. They are now working to implement their ideas.

Training Cell

The role of the Training Cell continued to include a mix of conducting training for different groups within the organization as well as to offer support directly in the field, which is the core responsibility of the Field trainers.

Distribution of Trainees and Training Offered

Target Group	No. of Individuals	No. Of Days
Balwadi teachers	25	37 days
Non Formal Education & Study class teachers	27	50 days
Coordinators*	22	9 days
School Partnership study Class teachers	13	8 days
New Recruits	29	7 days
Total	116	111 days

* Coordinators also sat in for some of the teacher trainings.

For the *Balwadi Teachers*, a major topic addressed at intervals through out the year was “**Observing Children**”, which is an irreplaceable process that needs to be continued through out the year. It helps a teacher determine the developmental age of a child and appropriate placement of children in the Junior (3-4yrs) or Senior (4-5yrs) group, tracking each child’s development in the 3 main areas of development -

1. Physical
2. Cognitive
3. Socio Emotional

In an effort to simplify this, a sequence of stages within each activity has been shared with them. For future use, the documentation of this training is being converted into a more formal document.

To enable children to record their observations some systems were put in place including of a format on which each balwadi child’s progress can be noted as per the above mentioned area.

Projects through which a lot of information is gathered and shared on one theme, have been a part of balwadi curriculum, and needs to be reviewed a couple of times in a year to support the teachers efforts in collection and presentation of the information, as well as in designing activities around the subject. While the teacher prepares well by gathering age appropriate information, children are encouraged to create their understanding of the subject. They are encouraged to observe things around them and share their experiences. Visits to places of interest in the children’s vicinity were arranged, providing exposure and stimulation to the learning process.

Other areas focused on were:

- Story telling
- Reading and Math readiness for preschoolers
- Classroom Management
- Physical movement enhances learning
- Receiving Feedback Constructively

For the Non Formal Education and the **Study Class teachers**, the main focus of training was on **appropriate grouping** of children in class, **setting Goals** for each group, **and planning** for class and maintaining a planning book, to help achieve those goals. Weekly test which the teacher administers in class, the method used for testing and transfer of the records on to a sheet maintained for every child were also to be maintained. All this was discussed in context of the framework introduced the year before.

Other areas on which the training dwelled were:

- Helping the 3 ‘H’s work in unison (Head Heart Hands)
- Children- their needs and their rights
- Preparing children for the BMC school exam
- Active Learning in Maths (Resource Person – Rajiv Vartak)
- Origami by Kamlesh Gandhi

For the Teachers of the **School Partnership Project**, training was conducted on creating a kit for the study class, importance and role of **Display**, some components of Language and Maths, Optimum utilization of time in class, a session on **open and close ended questions**. A workshop on creative writing was conducted by author Neeru Nanda.

Capacity building for all.... DSS team members and community partners...



Some events organized for all teachers:

Teacher's Day Celebration on September 5 organised at the Keshav Gore Smarak Trust, Goregaon, turned out to be a day of Fun and frolic with ample occasion for the Door Step School Mumbai team to showcase their talents.

On November 14, to mark **Children's Day**, teachers were given a day to read children's literature or books about children. The latter part of the day was used for a discussion on what they had read and how it had helped them understand children better.

A visit to **Mani Bhavan**, popularly known as the **Gandhi Museum**, was turned into a treasure hunt of sorts, where teachers were given a series of questions and consequently went through the exhibits in greater detail while seeking out the answers.

As teachers are often required to give a small write up on what they consider success stories and on other interesting anecdotal information a couple of sessions were arranged for them, to facilitate this process for them.

On March 7, a visit to **HELP (Health Education Library for Public)** and a talk on "*Diet for Today's Woman*" by Mr. Ashok Agarwal was organized to mark Women's Day which falls on March 8. The talk was insightful of the needs of the working woman today and a storehouse of information.

Sessions on **personal effectiveness** were ongoing for different teams within the organization. These were conducted by Ms. Usha Deshpande.

Efforts to meet the training needs of **Coordinators** were given impetus when at the start of the year it was decided that Training for them could be scheduled every fortnight. Despite this, only half the expected number of training sessions could be taken as Coordinators often have to give priority to the field as classes are on, and since their trainings having been scheduled on alternate Wednesdays. (Teacher Training is scheduled on Saturdays, when there are no classes.) These included **mentoring**, **observing a class**, **report writing**, **reaching out through dramatics**, **giving constructive feedback**.

On request from other organizations, the Training Cell undertook 3 day training for 14 teachers from Sahyog, who conduct community based classes, and organized an orientation for a group of 60 D.Ed. students on request from MeJol.

Capacity building of Trainers being of great importance, the trainers took the opportunity on various occasions to sharpen their skills and widen their horizons.

Some of these opportunities were:

- * Completion of a 10 month (4-5 days per week) long ToT (Training of Trainers) with Mukhtangan.
- * Attending a 'Maths in Orgami' workshop & 'Secret Life of the Brain' by Dr. Vidita Vaidya, both organized by the Mohile Parikh Centre at NCPA.
- * Visited QUEST a fellow NGO working in Wada, with a view to understand educational processes they follow.
- * Attending a 3 day workshop conducted by a team from TISS, for Saarthi on developing frontline workers to address needs of children in distress.
- * Attending a 3 day workshop at Khel Ghar geared towards better understanding of children, how they learn and role of play in their development
- *

- * Attending a day's workshop on 'Developing Thinking Skills' conducted by Dr. Usha Pandit and Vidushi Chaudhari at the Cathedral and John Cannon School.

Networking & Advocacy

- ✓ DSS team visited 'Homi Bhabha Science Centre', and resource persons were invited for workshops and trainings.
- ✓ NGOs in the field like -
 - * Ummeed, in helping develop the Mental Health component
 - * Muktangon with whom some of the trainers completed a Training of Trainers
 - * I Create Inc., who conducted a workshop for youth helping them to create effective business plans
 - * Alphonso Academy, who organizes inter organizational sports events
- ✓ Maharashtra Nature Park
- ✓ Advocacy has been taken up with 'Mumbai Port Trust' to ensure space for classroom and garbage disposal of the 'E' ward area.
- ✓ 'BMC health post' conducts regular immunization program for children and upon invitation by DSS also conduct awareness sessions with parents.
- ✓ Continuing interaction with MCGM's Education Department, advocating changes where necessary and supporting their work in selected schools.
- ✓ Similarly interactions with MPSS and other Govt. and para Govt. bodies that are concerned with education are ongoing.
- ✓ G.D. Somani School who has given permission to conduct classes for domestic workers in their premises
- ✓ 'CPRA Garden' and 'Colaba Woods' has been providing space for conducting various programmes.

Volunteer Contribution:

Door Step School, Mumbai strongly believes in utilizing the voluntary strength and hence encourages volunteers from within and outside the country. During the year 2009-10, organization received volunteers ranging from students from schools and colleges, housewives, working professionals, to foreign volunteers. These volunteers were of help in conducting activities at the classes, taking up sessions for the team and students, administrative work etc.

One such volunteer is *Sami Patel*; he initially started as a volunteer from Teach India, a Times of India initiative in 2008. Although the commitment was only for three months he is still associated and has now become an integral part of DSS. He has been of great help in report translation process and data feeding. While doing this he has represented DSS at NGO bazaars and stalls at various corporate events. He has also contributed by making valuable suggestions on collecting & updating data and assisting with reports.

Future Plan:

1. Direct Educational Services (in the community)

- ✓ Project expansion in 'M' ward, East, Mumbai at Hiranandani Akruti and Lallubahi Compound with 30 new classes reaching out to 750 more children.
- ✓ Extending our services to more street children by launching two more School on Wheels at 'R' ward and 'G' ward of Mumbai reaching out to 250 children.

2. Supportive services

- ✓ Establishing 10 more Door to door libraries at the new locations reaching out to 500 children.
- ✓ Computer Centres - Setting up of 2 computer centres at 'M' ward and 'E' ward
- ✓ Tailoring class - Setting up of a tailoring class in one community of 'E' ward.
- ✓ Balsamuha – Developing current 300 alumni of Door Step School and reaching out to more 100 such alumni.

3. School Partnership Project

- ✓ To add 7 more MCGM run schools under the project catering to 3000 children.

4. Training Cell

- ✓ To conduct minimum 30 days of on job training to 90 teachers with 5 helpers and minimum 20 days of training to 25 coordinators.

5. Advocacy

We have taken Right To Education Act, 2009 as the theme for advocacy for this year.

- ✓ To have a Children's Convention on RTE act.
- ✓ To train beneficiaries of other NGOs working with children in Mumbai and Pune.

6. Planned Events

For the child's overall development, apart from following the pre-designed curriculum framework at the class level we plan to have monthly events like–

- ✓ Science Workshop
- ✓ Poster Making Workshop
- ✓ Reading Fair
- ✓ Diwali Workshops
- ✓ Sports Event
- ✓ Christmas Party
- ✓ Science Exhibition

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Children art on our day to day utility material...



PUNE

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

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

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

FOCUS ON CONSOLIDATION

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

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

1. Increased communication with Builders
2. Streamlining financial operations
3. Increasing visibility to sponsors and volunteers(existing and potential)
4. Streamlining Core Operations
5. HR Operations
6. Focus on computerization

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

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

Table 1: Comparison of Five Years in a row

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

Direct Education Programmes

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

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

All DSS centers were closed for 2 weeks in Aug 09 and attendance was impacted from July to Sept due to the news of Swine Flu spreading. However, our spirited teachers and children converted this period into a learning opportunity as well.

This year, a new method of dividing discontinued children into two separate categories, "Migrated" – children who leave the sites and "Drop-outs" – children who do not attend classes in spite of being around was introduced. Due to increased focus on this aspect, of the total of 1782 children who migrated, 178 children could be reached and 156 of them could be enrolled in DSS or a Municipal School in their new locations. This is a positive development in our efforts to track down children who migrate.

The number of day care centers increased from 20 in 2007-08 to 74 in 2009-10 with a corresponding increase in the number of children using this facility. This year, some special focus was given to this group, who were earlier treated as part of our pre-primary classes (Balwadis) with initiatives like introduction of cloth cradles or "Jolis" being launched.

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

This year has been especially good for us with the increased participation in our Direct Education programs by the builder community. More than 50 % of our sites are covered partially through contributions from builders. Builders are also taking more interest in providing better facilities, helping with parents meetings and conducting events and providing snacks to the children. We now have a Memorandum of Understanding with the builder for all our new sites which clearly specifies the services provided by DSS and the facilities and the safety standards required to be maintained by builders at each site. Additionally, we have procured and installed mobile toilets at sites where they were not available. Beyond the convenience at the site, it also teaches our children the importance of cleanliness and hygiene.

School Intervention Programmes

Our school Intervention Programmes are grouped under a Project which we call "Project Grow with Books". "Reading Class Program (RCP)", as it is popularly called, was initially started in the primary section of 10 schools as part of the school time table and has now, after 10 years, grown to reach more than 35000 children from 131 municipal schools in the Pune and Pimpri Chinchwad areas. We added 13 more schools in PMC limits to the list of schools covered under our Reading Classes program between April 09 and Mar 2010.

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

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

- **Sibling – Pair:** A brother/sister studying in a higher class was asked to help in teaching the younger sibling with help from the Book Fairy. The goal was to reach “Matras Complete” level and the sibling pair that achieved this was rewarded for their efforts
- **Parent Participation:** The Book Fairies met the parents to guide them in different ways to teach their children. The teaching material was provided by DSS and the goal was to reach the “Composite Letters” level.

Other Key initiatives include:

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

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

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

* Includes children covered by the School on Wheels. These programmes are presented in detail in the following sections.

I. DIRECT EDUCATION (Project Foundation)

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

Table 3: Enrolment of Children in Direct Education Programs

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

This year there have been no major road constructions in the areas/locations we targeted and fewer pavement dwellers in the areas we work in.

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

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

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

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

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

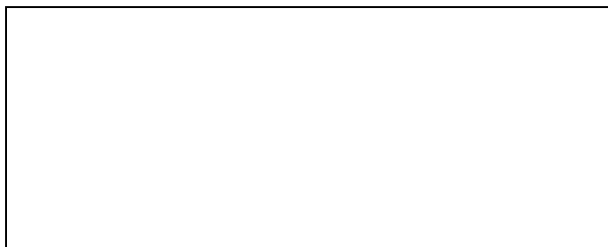
Generally, all our classes are held in labour camps or at construction sites where a location, a tin shed or a room, is provided by the builder. But when such a facility is not available (mostly due to the delay in procedure but sometimes due to non cooperation) we start our classes in School on Wheels.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

Table 4: Overview of Literacy (NFE) Classes

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

Literacy (NFE) classes – Performance level and attendance

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



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

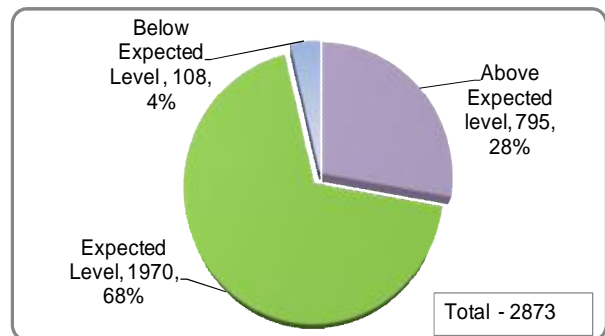


Figure 1: Performance of Literacy (NFE) class children

3. Study Classes (Standards I & II)

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

Though the study classes are primarily meant for the 1st and 2nd Standard children, there are occasions when some 3rd and 4th Standard children also attend the study classes but they are very few.

Table 5: Overview of Study Classes

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

We observe a higher retention among children of Urban slum communities as they are mostly non- migrant, as compared to the construction site workers who are largely migrant. We are tracking all children who leave to ensure they re-join schools in their new locations.

Study Classes – Performance Level and attendance

The performance of the study class children is actually measured by their performance in the reading ability tests that we conduct in schools. However, we also analyze their performance based on attendance as we do for our Literacy (NFE).

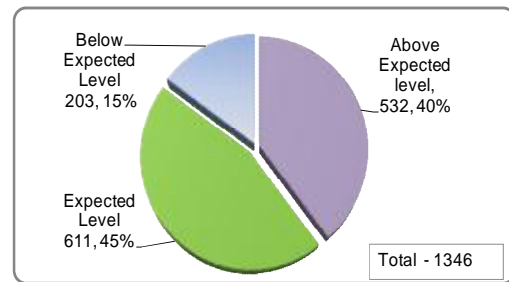


Figure 2: Performance of Study class children

We can see from Figure 2 that 85% children at or above the expected levels.

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

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

Table: 6: Comparing DSS children's performance with School average

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

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

As we can see, 60% of the 1st Standard children and 75% of the 2nd standard children are at or above expected levels.

Direct Education – Addressing key areas

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

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

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

Addressing Children dropping out

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

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

Addressing Children migrating to other locations/ sites:

Different labour groups have different skills and they are shifted from one location to another as per the requirements of the construction work. This results into high rate of drop out and low level of attendance and performance.

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

1. Self Addressed Post-cards

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

2. Seeking help of Labour contractors

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

3. Teaching children to call us from the new location

We have then thought of actively training the children to call us from the new location and give us the address of the place they have shifted to. The training is mainly about how to tell the address and the landmarks of the location they are in or tell us the number of the telephone booth they are calling us from. We receive quite a few calls from the children. **This year, 68 children called us and we could help 58 children to get admitted to the school in their new locality.**

4. Distribution of "My Books"

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

5. Tracking of Children by Teachers

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

6. Parent's meetings

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

Addressing Transient Children

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

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

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

II. DIRECT EDUCATION – SUPPORT SERVICES

1. Day Care Centres for Children below 3

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

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

2. Age Certificates

Most of the children from the construction and slum sites do not possess birth certificates or other official identification such as age certificates. Although an age certificate does not have to be presented during admission to municipal schools, it is required along the way. One must also have an age certificate to get a rationing card from the PMC. Furthermore, the certificate is valid in other states in case the children's families migrate, which happens regularly. In response to this, we have made it a policy to obtain age certificates for all of our NFE and Balwadi children above the age of three.

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

3. School Transport Facilities

Making provision for school transport for children is an essential supportive service. Transport is needed for bringing the children to municipal schools as well as for collecting them from different construction sites to one location for conducting classes. This becomes necessary when the number of children at a given location is rather small and we can save resources by transporting them to a class running nearby.

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

4. School Enrolment

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

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

The number of school enrolments has increased since last year as we enrolled children through the year until December. For the children joining after December, we prepared them for external exams and enrolment in the next year in the appropriate standard. This became possible because of the cooperation from Mahatma Phule Shikshan Hami Yojana (MPSHY) officials.

5. External Exams

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

Since most of the children visit their native places during April/ May for various festivals, we worked out an alternative with the MPSHY. The MPSHY gave us an option of holding the exams ourselves and submit the answer papers and mark lists to them for checking. Accordingly, we have been holding these exams ourselves from the year 2007.

This year 295 students appeared for the external exams. Table 7 shows the passing rate of the children.

Table: 7: External Exams Performance

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

This year we selected 67 children who scored more than 70% in the 1st Standard examination in Jan and conducted special classes for them at 6 locations. These children were in the age group of 7-9. Transportation to these classes was provided. Groups of 5-10 children were formed and coached by 6 teachers, experienced in coaching study class children. To facilitate the children attending these classes, we took care of siblings as well with teachers staying late to take care of the siblings. Many times we arranged lunch for the children. Since some of the classes were in Study centers, children had access to many books and the overall environment was conducive to learning. The outcome of holding these special classes has been very good. **30 of the 67 children took the 2nd standard test in April 2010. 29 passed and were admitted to the third standard, thereby saving them one academic year!**

Our children perform well in the exams and some of the students who have done well in the external exams are listed in Table 8. There are many more such children.

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

6. *School on Wheels*

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

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

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

7. *Math and Science Activities*

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

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

Science Quiz

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

III. SCHOOL INTERVENTION (Project Grow with Books)

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

The Reading Class Program (RCP) was started in 1999 covering 10 Pune Municipal Corporation (PMC) primary schools. The program was targeted at children of Stds. I to IV of these schools.

While conducting study classes based in schools, we got the first hand experience of the much talked about lack of reading skills of children studying in public schools. We also could see the major reason for this deficiency. These children have almost no access to any books other than their text books. They have no opportunity to hone their reading skills. Our Reading Classes are designed to provide this opportunity. Our community library program is also started with the same objective in mind. But as experience showed us, community libraries do not help those who are just beginning to learn reading. However, reading classes do help neo literates in honing their reading skills.

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

1. Reading Class Program

In 1999, this program was started in 10 PMC schools. It was extended to Pimpri Chinchwad Municipal Corporation (PCMC) schools in 2006. In 2007 we worked for the first time in 2 private and 1 Zilla Parishad School along with the PMC and PCMC schools.

The Reading class program is conducted in the Marathi as well as Urdu medium schools. The children in Urdu medium schools start taking lessons in Marathi language from Std. III onwards whereas those in Marathi medium start from Std.I itself. So in Urdu schools our program covers children from Stds. III to VI. In terms of skills in reading Marathi they are more or less equal to Stds. I to IV of Marathi medium schools. This project has grown considerably in last 10 years, which can be seen below:

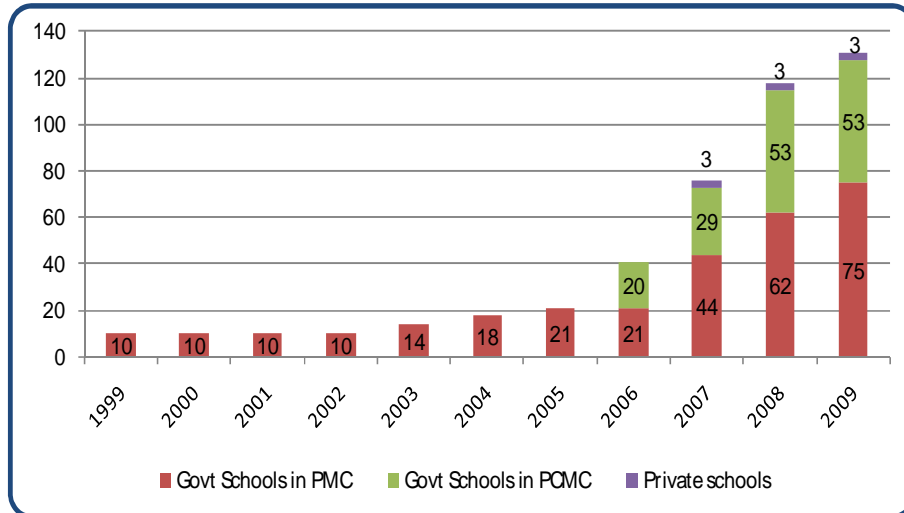


Figure 3: "Grow with Books" – the last 10 years

Once the schools are selected, each standard is allotted one Reading class per week. The class teacher is usually present in the classroom; a few of them even participate in the activities. The activities of the class are conducted by Book-fairies, (the field level workers of the program). Normally two book-fairies together conduct a reading class session of 90-minute duration. Each class and hence every student receives 90 minutes of supervised reading and related activities every week. The book fairies are specially trained for conducting these activities. The 90 minutes are utilized in a planned manner as shown in Figure 4.

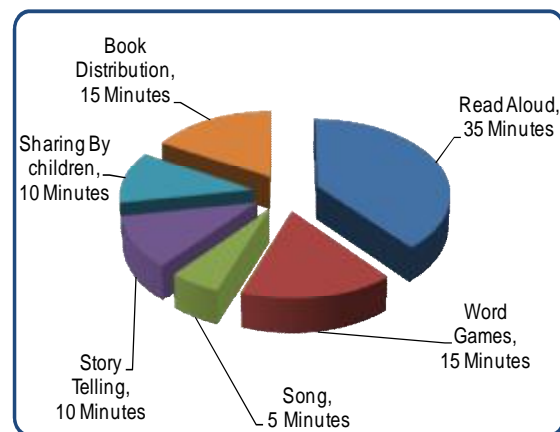


Figure 4: Activities in 90-minute session

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

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

Table 9: Schools and Number of Children

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

Table 10: Distribution of Students Standard Wise

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

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

Reading Sessions:

In every session, the actual reading time is about 30 to 35 minutes. Children who are good at reading help others to read books. Not many children can finish a book during that time. Hence we allow them to take the books home if they want to do so. And as we see from the figures of lending library membership, we realize that many children do want to take books home.

However, there is a paucity of graded reading material in Marathi. A number of books for children who can read well are available in the market. But there are hardly any books for a beginner. When we started working 10 years ago, there were a few titles of this category. Currently some of those books are 'out of print' and publishers are not keen on printing those books again. We have been trying to address this lacuna by interaction with writers of children's literature.

Table.11: Children's Reading Ability Levels and Availability of Level- Appropriate Books

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

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

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

Reading Ability Test

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

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

Table 12: Reading Ability Test at the End of the Academic Year

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

The results of these tests also help us to

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

If we go by the prescribed text books the children are expected to learn all alphabets and Matras and a few composite letter words by the end of the 1st year of schooling. The children of Stds. II & III are expected to develop comprehension, vocabulary, and power of expression while honing their reading skills. From Table 12 we see that there are 15% of children, some of them even in standards IV, who are still learning alphabets. This year we have undertaken some experimental projects to help elevate the reading skills of these children.

New Initiatives/ Experimental Projects

i. Sibling Pair

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

ii. Comprehension Passages

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

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

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

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

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

iv. Alumni Survey

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

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

DSS – Pune

Education moves on to every doorstep

Impact of Reading Classes

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

Change as observed by the teachers:

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

Improvement in Reading Ability

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

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

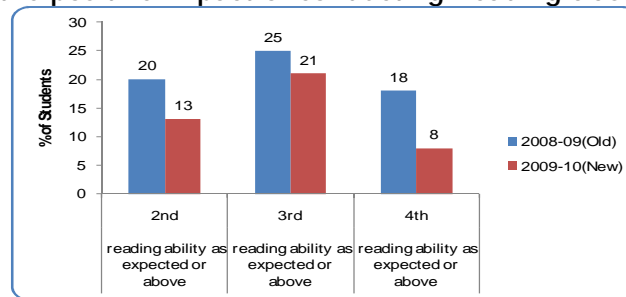


Figure 5: Reading Ability with and without Reading Classes

2. Home Lending Program

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

Table 13: Home Lending Record From 1999-2010 for Std. II – IV

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

*Standard wise record is unavailable.

**The program was discontinued due to staff problem.

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

This year we conducted this program in all the 131 schools and the children have read 13 books on average.

Home Lending for Stds. V to VII.

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

Table 14: Increase in Number Of Readers Annually

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

The impact of this program has been good. We find children asking for a variety of books. Children use the library as a reference library to help them in their academics as well as school projects. A majority of the children have read 11-15 books.

3. Publications

When we started Door Step School, we had no idea that we will ever publish books. But we did it! We did it first in 2002 with a set of 8 books for the beginners. The paucity of books in Marathi for graded learning and the books which have big bold type, lot of reading material, easy every day use language and reasonable price is rather scarce. When we started the Reading Classes under 'Project Grow with Books' in 1999, we started buying books in large quantities. We also gained firsthand knowledge of the needs of children based on their reading abilities and the difficulty in getting the right type of books. This led us to publish books ourselves. We have since published more than 30 different books: story-books and books for learning to read. **Please refer to the list of publications in Appendix 1.*

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

4. Events – 10 year Completion Celebrations

A small function was organized at Congress Bhavan on 22nd April to celebrate the completion of a decade of project "Grow With Books". The invitees included representatives of some of our sponsors, teachers and principals from some Municipal Schools, parents of some students of RCP and also some ex students of RCP. Along with the presentation of the key goals and results of the last 10 years the teachers and principals spoke about the impact of the RCP. We also interviewed the brothers and sisters who were part of our 'Sibling Pair' activity and some of the ex- students spoke about the impact of the program.

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

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

IV. COMMUNITY LEARNING CENTERS

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

Community Learning Centers provide an umbrella location for addressing different literacy needs of the Communities in their proximity. As we see from Table 15 Community learning Centers provide Direct Education services along with day care centers. In addition, these centers provide an entirely new set of services such as Reading Room, Community library for children and adults and a computer Center. Unlike the direct education programs, community library, reading room and computer classes mainly target children from middle and secondary schools. In 2007 we started a facility to conduct simple experiments to learn the basics of science learnt in schools. This facility is available in the Dattawadi Center.

Table 15: Activities at the two Community Learning Centers

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

We have described our Direct Education Activities earlier and covered statistics relevant to them in Community Learning Centers in Table 15. The following paragraphs describe the other activities at the Community learning Centers in detail.

1. Reading Room

Our reading rooms are for children of Standards I through X from the communities, who need a place where they can sit undisturbed and focus on their studies. Most volunteers, who come to teach, do so with the reading room children, holding sessions typically in English or sciences on a daily or weekly basis.

In the year 2008, we started a reading room facility in a construction labour camp, DRDO, due to the demand of the children who had grown too old for our study classes. Since then we have extended this service to 31 other construction sites. During the year 2009-10 665 children availed of our reading room facilities as can be seen from Table 15.

2. Community based Children's Libraries

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

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

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

3. Computer Classes

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

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

Table 16: Standard-wise distribution of students enrolled in computer classes

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

4. Science Practicals

Children utilising the Community Learning Centers usually visit the Science and math activities at Quest once a week. It was not always possible for our children at Dattawadi to attend Quest regularly as it was 12 to 13 Km away. Fortunately, due to private donations and a volunteer who was willing to come once a week we were able to start an alternative science practicals program in August 2007 at our Dattawadi Community Learning Center. As part of this program the children conduct simple experiments to learn the basics of science taught in their classes at school.

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

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

5. Audio Visual Library

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

6. Other Activities

Apart from this, the Community Learning Centers have become the platform for a variety of additional educational activities for the children. Most volunteers, who come to teach, do so at with the reference library children, holding sessions in typically in English or sciences on a daily or weekly basis. Furthermore, trips and picnics are arranged to parks, cultural heritage sites and other places of interest around the city. These have included regular visits to Quest, a science laboratory for school children, as well as to Peshwe Park, a park that exhibits technological instruments and methods for obtaining sustainable energy.

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

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

A Summary of the other activities at the Community learning Centers is given in Table 17.

Table 17: Other activities at Community learning Centers

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

V. TRAINING CENTER

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

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

Table 18: Total Trainings and Numbers Trained

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

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

Mahatma Phule Shikshan Hami Yojana

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

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

Refresher Trainings

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

Table 19: Refresher Trainings

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

Training Impact

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

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

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

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

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

Alumni Function

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

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

VI. ARE WE MAKING IMPACT?

Over the years, DSS has impacted the lives of many children. Through various forums, such as builders meetings, parents meetings, Sarva Siksha Abhiyaan activities, we have been able to permeate the importance of education to the under-privileged sections of society. We have seen a gradual change over the years in their approach and thought process. Builders, funding agencies and parents are themselves approaching us to start a center or to provide guidance in case of a transfer of schools. Many of our children show outstanding performance in schools in spite of the background they come from. Our teachers take extra efforts to enroll children at new sites and continue monitoring them throughout their schooling. We noted a few examples of how we are impact on individuals / groups. There are many more.

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

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



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

The school, knowing the background of these children was reluctant to admit them. However, Sunita personally assured them of their attendance. Sunita was felicitated by the Nagar Sevak at Gokhale Nagar and was also given the post of member of "WARD SHIKSHAN SAMITI" throughout Pune.



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



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

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

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

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

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

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

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

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



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



“Project Grow with Books” received very good response from the children and parents. The elder siblings took up the task with a great sense of responsibility and parents were happy that both the children were studying together.

VII. ROLE OF VOLUNTEERS

For many years, now, the organization has gained from the help of volunteers, both locals as well as foreigners. The volunteers come with expertise in various fields. While the major programs run independently from volunteers contributions, those who join us for shorter or longer periods of time do indeed bring positive inputs into our organization, either as a helping hand for our regular staff or in their direct interaction with the children.

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

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

Manisha Premnath: Manisha has been supporting various activities of Door Step School over the past 3 years as a representative of Asha for Education. She has contributed in a big way to the publication of the Picture Dictionary right from selection of words to annotations. She is a PhD in Physics and though language was not her subject, she took up this activity out of interest and her dedication and commitment is highly appreciated. The Picture Dictionary which had been our dream for the last few years would not have been possible without her.

VIII. FUTURE PLANS

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

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

Appendix-1 – List of Publications

Sr. no.	Year	Name of the book	Type of book	
1	Nov-02	matLaxaro 1-8 Baaga	Based on matras	
2	Mar-03	gaaBTI [kDcyaa itakDcyaa gamataljamatalcyaa Baaga 7	Mixed stories	
3	Feb-05	ASal Jaalal paLapaL	Stories without composite letter	
4	Feb-05]Ma]Ma AaNakalna]Ma		
5	Feb-05	sasaabaa inaGaalao Gar saaDayalaa		
6	Feb-05	Aajal-Aajaabaa AaiNa saarsa paxal		
7	Feb-05	jaadltal iktlal		
8	Feb-05	mat aaltal laavalal JaaDo		
9		marlal marlalvaalaa		
10		ekda kaya Jaalao		
11		[lalpalaktal jamaDi jamaata		
12	Feb-05	matraNal far SahaNal		
13	2008	majaclar kqaa(jaack(jalyala)		
14	2008	majaclar kqaa(eka khaNal naagabaacal va KailaBar dUaacal)		
15	Sep-03	kaDyaacal pastaKo Baaga 1 va 2		Word games
16	May-05	jaadDaxar (56 paanal)		Stories with composite letter
17		CaTU		
18	Jul-09	fila filavao Aajaabaa		
19	Jul-09	khaNal baihNa Baavaacal		
20	Feb-10	Appal AaiNa Tppal	Picture Dictionary	
21	Mar-10	saica-a marazi SbdkaSa		





Direct Education – Balwadi, NFE Classes and Study Classes



Direct Education – Support Services – Creche, School on Wheels



Science Quiz



School Intervention Program – “Project Grow with books”



Project Grow with Books – 10 year completion celebration



Community Learning Centers – Various activities

d “ c

EXECUTIVE BODY MEMBERS*Details of Board members*

Name	Sex	Position On The Board	Occupation/Designation	Meetings Attended
<i>Rajani Paranjpe</i>	<i>F</i>	<i>President</i>	<i>Social Worker Ex-Lecturer Of College Of Social Work Nirmala Niketan</i>	<i>2</i>
<i>Bina Sheth Lashkari</i>	<i>F</i>	<i>Secretary</i>	<i>Professional Social Worker (MSW)</i>	<i>2</i>
<i>Nitin Dadia</i>	<i>M</i>	<i>Treasurer</i>	<i>Businessman</i>	<i>2</i>
<i>Neela Dabir</i>	<i>F</i>	<i>Member</i>	<i>Registrar of Tata Institute Of Social Sciences</i>	<i>2</i>
<i>Arnavaz Kharas</i>	<i>F</i>	<i>Member</i>	<i>Professional Social Worker (MSW)</i>	<i>2</i>
<i>Farida Lambey</i>	<i>F</i>	<i>Member</i>	<i>Vice Principal - College Of Social Work Nirmala Niketan</i>	<i>0</i>

Total cost of international travel by all staff during the year

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

ACCOUNTABILITY AND TRANSPARENCY

<i>Distribution of Staff according to salary (as on 30th June 2009)</i>				<i>Staff details as on (as on 30th June 2009)</i>			
<i>Salary plus benefits paid to staff</i>	<i>Male</i>	<i>Female</i>	<i>Total</i>	<i>Gender</i>	<i>Male</i>	<i>Female</i>	<i>Total</i>
<i><2000</i>	<i>1</i>	<i>183</i>	<i>184</i>	<i>Paid full time</i>	<i>30</i>	<i>404</i>	<i>434</i>
<i>>2000 – 3500</i>	<i>3</i>	<i>277</i>	<i>280</i>	<i>Paid part time</i>	<i>1</i>	<i>183</i>	<i>184</i>
<i>>3500 – 5000</i>	<i>6</i>	<i>35</i>	<i>41</i>	<i>Volunteers*</i>			
<i>>5000-7500</i>	<i>7</i>	<i>49</i>	<i>56</i>				
<i>>7500 – 10000</i>	<i>9</i>	<i>24</i>	<i>33</i>				
<i>>10000</i>	<i>5</i>	<i>19</i>	<i>24</i>				
<i>Total</i>	<i>31</i>	<i>587</i>	<i>618</i>	<i>Total</i>	<i>31</i>	<i>587</i>	<i>618</i>

MANY THANKS TO

Our Major Project Partners.....

- * *3D PLM Software Solutions Ltd*
- * *Ammada Trust*
- * *Anna Orring (Individual Donor Of CSI)*
- * *Anuja Khemka - Safar Trust*
- * *Asha For Education - Seattle, Ny/Jc, SV Chapter*
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- * *Axis Bank Foundation*
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- * *HSBC Global Education Trust – Future First*
- * *HSBC Asset Management (India) Pvt. Ltd.*
- * *ICICI Securities And Finance Company Limited (I-Sec)*
- * *ICICI Foundation of Inclusive Growth*
- * *K.C. Mahindra Education Trust – Nanhi Kali*
- * *Lloyd TSB Global Services Pvt Ltd.*
- * *Mahatma Phule Shikshan Hami Yojana*
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- * *Rotary Club of Bombay - Kandivali*
- * *Sandeep Baid*
- * *Sarva Shiksha Abhiyan*
- * *Spirax Marshall Pvt. Ltd.*
- * *Springer Science + Business Media Deutschland GmbH*
- * *Symantec Software India Pvt. Ltd.*
- * *The Sharma Foundation*
- * *Tech Mahindra Foundation*
- * *The Global Fund For Children*
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- * *Wipro Cares*

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Ms. Kane Pratibha, A.Y. Bhagat, Acme Developers, Adept Construction Co, Aditya Shagun Developers, Agarwal Builders, Aishwaryam Ventures, Alaknanda Construction, Alcon Accacia, Ameya Anant Kunte, Amit Enterprises Housing Ltd, Anil Srivastava, Anja Radmer., Arati Properties Pvt. Ltd., Assa Associates, Atharva Housing, Avril Duncan, Bhalchandra Bhole, Blue Ridge Educational Institute, Chetan Sangoram, Chirag Developers, Crest Premedia Solutions Pvt Ltd, D.M.Revell, DAAD, Darode Jog Builders Pvt. Ltd., DNV SKYI Builders, Dr. Adhiraj Joglekar, Dr. Anil Gore, Feel Group, Finite Vista, Five vision Developers, Gaurav Bhatnagar, Geetanjali Joglekar, Girish Godbole, Gloria Associates, Gopal Joglekar, Helen Jackson, Hema Gadgil, Holly Mackay, ICC Realty (India) Pvt Ltd, ICCRIPL -Hotel Revenue Account, IDBI Trusteeship Service Ltd, Idea, Indian NGOS Com Pvt. Ltd., Indorigin Electric Ltd., Inner Wheel club, Inner Wheel Club Khadki, Ishanya Foundation, J.N.Marshall Pvt Ltd, Jaikisan M. Karwa, Jamkhandi Mitra Mandal, Jane Brown, Jill Hodgson, Joglekar Kuvrutant Samitee, Kamlakar Ranade, Kate Wright, Krishna Construction, Kshiti Promoters and developers, Kumar Somjee JV, Kunal sancheti Associates, M.B. Chitale Construction, Mahanagar Associates, Malati Kelkar, Margaret Drysdale, Matrix Developers Pvt. Ltd., Meera Joshi, Mhatma Phule, Mitil Kumar Birla, Mont Vert Associates, Morag Uytmam, Mr. Chaugule Suhas Bapusahab, Mr. Emani Appa Rao, Mr. Gore Anil, Mr. Heath Jeff, Mr. Joshi Mayur, Mr. Karwa Jaikisan, Mr. Kulkarni Pradip Madhukar, Mr. Kulkarni Vinay M., Mr. Nitin Patil, Mr. Shinde Vivek, Mr. Srinivasan Sampath, Mr. Tavakoli Alex, Mr. Uttam Kumar Singh, Mr. Vaidya Surendra M., Mr. Waikar Amit, Mr. Weigold Stefan, Mrs. Banginwar Pushpalata, Mrs. Bapat Suman, Mrs. Navlakha Tara Mutilal, Mrs. Paranjpe Sharau, Mrs. Shetty Soniya, Mrs. Sodhi Naina, Mrs. Vaishali Padmakar Panat, Ms. Banginwar Pushpalata, Ms. Banginwar Pushpalata, Ms. Chambers Elizabeth, Ms. Gharpure Prabha, Ms. Gokhale Swati, Ms. Gokhale Vibha, Ms. Hamilton Margaret, Ms. Heath June, Ms. Kelkar Malati, Ms. Kulkarni Dhananjay, Ms. Macders Sheila, Ms. Mcdonald Cathy, Ms. Mograth Carolyn, Ms. Naik Mangala P, Ms. Paranjpay Meena, Ms. Paranjpe Sharmila Nitin, Ms. Patwardhan, Ms. Prabhu Anupama, Ms. Pranjpe Sharau, Ms. Rao Vijaya N., Ms. Rowley Judith, Ms. Shah Hema, Ms. Shreedharan Lakshmi, Ms. Spencer Sheila, Ms. Vaidya Mohana Pramod, Ms. Vaidya Prachi, Nandan Associates, Naresh Hosangady, Neelkanth Dhere, New Front Developers, Nilakanth Dhere, Niraj Kumar associates Pvt. Ltd., Oona Scougall, Paramount -Gaurav shettters Pvt Ltd, Paranjpe Scheme Construction Ltd., Park Express Joint Venture, Parmount-Gaurav Shelters Pvt Ltd, Pethkar Projects, Prabhakar Ramchandra Khadilkar, Prabhatai Gharpure, Pramod Vaidya, Prashant Prabhu, Pratibha Kane, Principal C.B.Joshi Memorial Trust, Rahul Phatak, Rajani Date, Ritu Goyal, Rohan Builders & Developers Pvt Ltd, Rohan Sarsan Aawishkar Developers, Rohit Nayak, Rohit Ravidra Verlekar, Roma Dubey, Runwal and Kunal Venture, S&S Enterprises, S.K. Enterprises, Sai Drishti Construction, Sai Samarth Group, Sane and Kane Enterprises, Sarika Geeta Sagar & friends, Saurabh Godbole, Shalini Tonape, Shama Enterprises, Sharan Forbes, Shende Vivek Eknath, Shri sai Buiders, Siddhivinayak Kohinoor Venture, Sobha Developers Ltd., Softbridge Solutions Pvt. Ltd, Sow Kusumawati Thakar Foundation, Sparsh -A

Healing Touch, Sujit Nerurkar, Sukhwani Chawla Erectors, Sukumar JV ,Sukumar Township Developers Pvt. Ltd. , Sumeru construction ,Swadhar J.D.W.C., Swati Sameer Gokhale , Symantec Software India Pvt Ltd , Thakur , The Cosmos co-op Bank, Toofless com Foundation , Tyagi & Rameshwar Developers, Tyagi Promoters & Rameshwar Group, Tyagi Properties, Uma Joshi, Unity Consultants Pvt. Ltd., Usha Kukarni , Uttam Kumar Singh , Vascon Engineers Ltd., Vibha Gokhale, Vickram Dev & Promoters, Vidya Terdalkar , Vijaya N. Roa , Vikas D. Samant , Vikram Developers & Pramoters, Vinay Awasthi, Vivek Shende , Vrishali Sathe , Welmade Locking Systems

Visitors ...

Priyanka Lahiri and Shruti Vora Asha for Education, Ny/JC, Student of S.N.D.T. Women's University, Mumbai, Mr. and Mrs Olafur Ragnar Grimsson, President of Iceland, Avijit Dey, Manager- Resource Mobilization, Plan India, Meeta Bhatt, USA; Ms.Dnyanada Karnad - Axis Bank Foundation, Visitor of Ministry of Foreign Affairs (MOFA) - Japan, Consulate General of Japan, Ms. Takita & Gabriel Kazuo Tsurumi - Plan Japan, Japan, Sumanta Choudhury- Rotary club of Kandiwali, Anuradha Tiwary - Diebold Systems Pvt. Ltd., Erika Ohlund – Carnegie Social Initiative, Student of Maitree, NGO; Ms. Laura Title and Ms. Amanjit Takk - Ryerson University, Canada, Rabo India finance Pvt. Ltd, Give India – Mrs. Malkani, Dr. Renuka Narang, Bob Pankhania, HSBC; Arundhati Gupta, Bill Carmichael from Global Development Network; Agnes Golfier -Asmae; Makiko Takita- New Delhi Bureau Chief; Seema Sharma - Sharma Foundation; Ulhas Kamat - I Create; Teach India volunteers; Arundhati Gupta, Global Fund for Children; Students from Master's program for University of Baroda; Ms. Janet Geddes, KPMG representative; Team of Channel -4*

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

Volunteers

Sami Patel, UBS Investment Bank , United Parcel Service (UPS), Rabo India Finance pvt ltd, Viral Shah – student of SPJIMR, Anjali Sheshadri, Priyam Prasad, Fatma Marwari, Tarun Rathod, Ashish Mehta, Varun Sood , Prathamesh Jadhav, Sahil shah, dimple Padawe, Trupti Chougule, Zoeb Kachwala, esha vora, nilesh jadhav, Arpita Jhunjunwala- Govt Dental College, Bhavi Doshi, Cathedral School, Sudhir Sabarwal, Neerav Shah, Stuti Dolkiya, Sonal zaveri, Rani Jain, Astha Mehta, shanti Datta, Vaishali Lakhani, Kinjal Lakhani, Jaiti Vyaywargi, Raina shah, Nikita Bubna*

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

DOOR STEP SCHOOL		
The Bombay Public Trusts Act, 1950		
Name of the Public Trust : The Society For Door Step School		
Schedule-VIII [Vide Rule 17(1)]		
BALANCE SHEET AT AT 31ST MARCH, 2010		
PROPERTY AND ASSETS	RUPEES	RUPEES
Immovable Properties (At Cost)		
Balance As per Balance Sheet	NIL	
Additions during the year	NIL	
Less:Sales during the year	NIL	
Depreciation up to date	NIL	NIL
Investments :-		NIL
Note : The market value of the above investment		
Furniture and Fixtures :- As per Schedule 'A'		2,842,891.00
Balance As per Balance Sheet		
Additions during the year		
Less:Sales during the year		
Depreciation up to date		
Loans(Secured or Unsecured):Good/doubtful		
Loans Scholarships	NIL	
Other Loans	NIL	NIL
Advances :-		
To Trustees	NIL	
To Employees	149,209.00	
To Contractors Tax Deducted at Source	73,957.00	
To Lawyers Advance Rent	0.00	
To Others	119,236.00	342,402.00
Income Outstanding :-		
Rent	NIL	
Interest	NIL	
Other Income	NIL	NIL
Cash and Bank Balances :- As per Schedule 'B'		21,562,010.65
(a) In Current Account with		
(b) In Fixed Deposit Account with		
(c) with the Trustee		
(d) With the manager		
Income and Expenditure Account :-		NIL
Balance as per last Balance Sheet		
Less:Appropriation,if any		
Add :Surplus as per Income and		
Less :Deficit Expenditure Account		
Total Rs.		24,747,303.65
DOOR STEP SCHOOL		
Jagannath Shakarsheth Chowk, Municipal School, 2nd Floor, Room No. 54/55, Nana Chowk, Grant Road, Mumbai - 400 007.		
PLACE : Mumbai	Mrs. Rajani Paranjpe President	Mrs. Bina Sheth Lashkari Secretary
DATE : 13.12.10.		Mr. Nitin Dadia Treasurer

DOOR STEP SCHOOL

The Bombay Public Trusts Act, 1950
Name of the Public Trust : **The Society For Door Step School**
Schedule-VIII [Vide Rule 17(1)]

BALANCE SHEET AT AT 31ST MARCH, 2010

FUNDS & LIABILITIES	RUPEES	RUPEES
Trust Funds or Curpus :-		
Balance as per last Balance Sheet	3,148,784.00	
Adjustment during the year (Give details)		
Donation Received during the year	75,000.00	3,223,784.00
Other Earmarked Funds :-		
(Created under the provisions of the trust deed or scheme or out of the income)		
Depreciation Fund		
Sinking Fund	100,000.00	
Reserve Fund	2,000,000.00	
Any other Fund- School on Wheel Bus fund	535,950.00	
Reserve Fund for New School on wheel	385,000.00	
Seed Capital Beneficiaries Enterprenur	26,000.00	3,046,950.00
Loans (Secured or Unsecured) :-		
From Trustees	0.00	
From Others	12,000.00	12,000.00
Liabilities :-		
For Expenses	38,642.50	
For Advances	4,667,591.00	
For Rent and Other Deposits	Nil	
For Sundry Credit Balance- TDS payable	9,120.00	4,715,353.50
Income and Expenditure Account :-		
Balance as per last Balance Sheet	10,087,518.03	
Less: Appropriation, if any	Nil	
	10,087,518.03	
Add: Surplus as per Income and	3,661,698.12	
Less: Defieit Expenditure Account		13,749,216.15
Total Rs.		24,747,303.65
As per our report of even date		
Manit J. Shroff		
Chartered Accountants		
10, 2nd Bhatwadi, Girgaum, Mumbai-400 004.		
M. No. 33715		
PLACE : Mumbai		
DATE : 13.12.10		

DOOR STEP SCHOOL

The Bombay Public Trusts Act, 1950
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, 2010

EXPENDITURE	RUPEES	RUPEES
To Expenditure in respect of properties		
To Expenditure in respect of properties		
Rates, Taxes, Cesses etc.	NIL	
Repairs & Maintenance	NIL	
Salaries	NIL	
Insurance	NIL	
Depreciation (by way of provision of adjustments)	NIL	NIL
To Establishment Expenses		NIL
To Remuneration to Trustees		NIL
To Remuneration (in the case of math) to the head of the math including his household expenditure, if any		NIL
To Legal Expenses- Professional Fees		399,634.00
To Audit Fees		40,000.00
To Contribution and Fees		NIL
To Amount written off :		
(a) Bad Debts	NIL	
(b) Loan Scholarship	NIL	
(c) Irrecoverable Rents	NIL	
(d) Other Items	NIL	
To Miscellaneous Expenses- Sale of asset		6,220.00
To Depreciation		561,189.00
To Amount transferred to Reserve or to Specific Funds		165,000.00
To Expenditure on Objects of the Trust:		
(a) Religious		NIL
(b) Educational	36,469,462.13	
(c) Medical Relief	NIL	
(d) Relief of Poverty	NIL	
(e) Other Charitable Objects	NIL	36,469,462.13
To Surplus carried over to Balance Sheet		3,661,698.12
Total Rs.		41,303,203.25
As per our report of even date		
Manit J. Shroff		
Chartered Accountants		
10, 2nd Bhatwadi, Girgaum, Mumbai-400 004.		
M. No. 33715		
PLACE : Mumbai		
DATE : 13.12.10		

DOOR STEP SCHOOL		
The Bombay Public Trusts Act, 1950 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, 2010		
INCOME	RUPEES	RUPEES
Rent (accrued/realised)		NIL
Interest (accrued/realised)		
On Securities	NIL	
On Loans Fixed Deposit with Bank	2,422,225.92	
On Bank Account	504,875.70	2,927,101.62
By Dividend		NIL
By Donation in Cash or Kind		2,651,700.31
By Grants - As per Schedule 'C'		35,210,240.82
By Income from other sources (in details as far as possible)		
Other Income	349,160.50	
Sale of Van And Sschool Bus	165,000.00	514,160.50
By Transfer from Reserve.....		Nil
By Deficit carried over to Balance Sheet		
Total Rs.		41,303,203.25
DOOR STEP SCHOOL Jagannath Shakarsheth Chowk, Municipal School, 2nd Floor, Room No. 54/55, Nana Chowk, Grant Road, Mumbai - 400 007.		
PLACE : Mumbai DATE : 13.12.10	Mrs. Rajani Paranjpe President	Mrs. Bina Sheth Lashkari Secretary
		Mr. Nitin Dadia Treasurer



"I knew very little about Door Step School before arriving at their offices in Mumbai as a volunteer. I had been travelling around India through December and January and had made the initial contact with Bina back in August. Consequently, everything felt rather far away and I was little apprehensive that all may not be as it seemed, or far more likely, that I would not be able to contribute anything worthwhile to the project in such a short space of time.

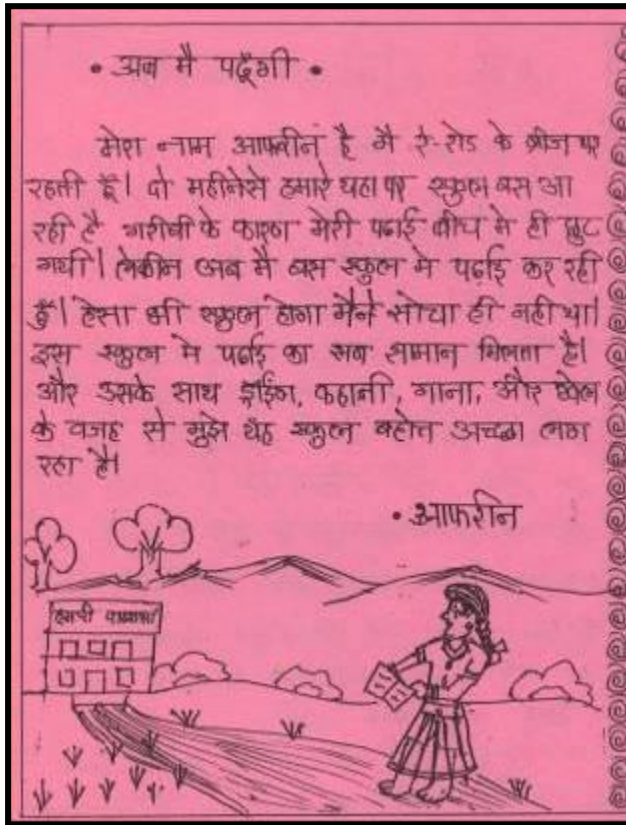
It should go without saying that I had nothing to fear on the former account. I was immediately welcomed by Bina and Arnavaz who gave me a complete picture of the charity as a whole. I found it really impressive that an organisation that had begun with the idea of mobile education twenty years ago with ten employees was now one of the city's most formidable NGO's with a workforce of 150 strong. This is down to its adaptability. With a city that's changing as fast as Mumbai, new education related problems present them selves all the time, and Bina and Arnavaz strive continuously to tackle these from every angle with the sensitive touch that's needed to deal with the parties on either side of any issue.

As for my own misgivings about what I had to offer, I found that with a little application I could find a niche for myself. Since Doorstep has no formal volunteer programme, it's very much up to you to bring what you have to offer to the table, and then work with them in seeing how to tailor that to one of their programmes in the most productive way. With my background in drama, it wasn't long before I was down in CLC dramatising storybooks with groups of kids. Despite the language barrier between me and the children and indeed some of the teachers, we soon established a framework of understanding through a few actions and some basic words in Hindi. In addition I spent one day a week teaching an art lesson on one of the classroom buses that give the charity its name and gave a one-off master class for the teachers themselves, in the hope of leaving a small legacy of dramatic story telling techniques behind me.

It's difficult to measure exactly what difference my contributions made over the month, but it certainly felt personally rewarding, and if I managed to leave an impression, however small, then I'm happy. I would strongly recommend anyone to get involved with Doorstep Schools in any way they can, either in person or by making a donation. If you're fortunate enough to spend some time with the utterly dedicated team here, you'll see very quickly the importance of the work and the impact being made."

- Piers Harrisson, Volunteer from UK, (DSS Mumbai)

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



I will learn now

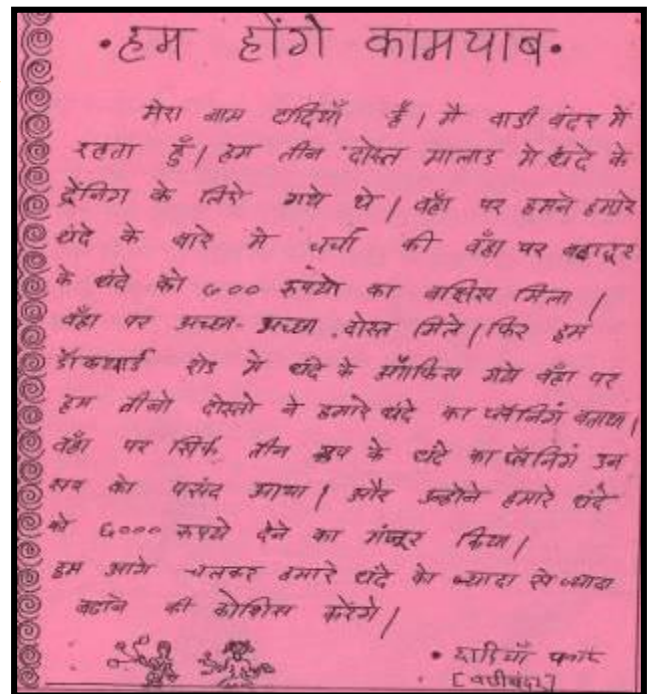
"My name is Afreen. I stay on Reay Road Bridge. From last two months School on Wheels is coming to our place. I had to leave my studies due to financial problems at home. But now I am studying in School on Wheels. I never thought a school like this might be present. Everything needed for learning is present in this school. I like this school because of drawing, stories, songs and games."

*-Afreen Age: 12 years
School on Wheels. Reav Road*

We Shall Overcome

"My name is Dadiya. I stay in Wadi Bunder. We three friends went for Business training in Malad. There we discussed about our business and my friend, Bahadur won 700 rupees in prize. I met nice friends there. After that we went to the business office at Dockyard road, there we told them our planning for the business. Sir liked business plans of only 3 groups. And he agreed to give 6000 rupees for our plan. In future, we will try to increase our business more and more."

-Dadiva Pawar Aae: 13 years



Visit us at: www.doorstepschool.org