

# PROJECT PROPOSAL FOR PROJECT FOUNDATION

**From: Door Step School Foundation, Pune**

**01 Apr 2026 To 31 Mar 2027**



## **TABLE OF CONTENT**

<b><u>Ser No</u></b>	<b><u>Topic</u></b>	<b><u>Page No</u></b>
1	Executive Summary	3
2.	Need of the Project	4
3	Project Details	5
4	Budget	9
4	Sustainability	10
7	Risk Mitigation	10
8	Conclusion	10
9	<b>Appendix A</b> 'About Door Step School Foundation'	11
10	<b>Appendix B</b> 'Monitoring and Evaluation'	13

## 1. Executive Summary

Door Step School Foundation (DSSF), Pune is a Section 8 company committed to bringing education to under-served children for over 35 years. Its origins trace back to 1989, when pioneering efforts in Bombay laid the groundwork for innovative, community-based learning models that later expanded to Pune in 1993. Today, DSSF operates as an independent entity, carrying forward this longstanding legacy of bridging educational gaps. With deep experience in delivering learning where children are, DSSF continues to design and implement scalable solutions that make quality education accessible to every child. Over the years, DSSF has broadened its work to include primary education for marginalized and migrant communities, as well as vocational guidance and counselling for children and youth to support their pathways to employment.

DSSF has its mission aligned to SDG 4, promoting inclusive education for all and resonates with the principles of NIPUN Bharat (National Initiative for Proficiency in Reading with Understanding) as per NEP 2020. The focus of this initiative is to ensure universal foundational literacy and numeracy in primary school by 2025, as the fundamental prerequisite for further educational advancements. With a steadfast commitment to these goals, we prepare 3- to 5-year- old children for formal schooling and work on strengthening the foundational literacy, numeracy and reading skills of 6- to 14-year-olds ensuring that they reach age-appropriate competency levels.

Project Foundation of DSSF aims to address illiteracy among children (3 to 14 years) from marginalised sections of society like those from construction sites, pavement dwellers, temporary and permanent slums. Our focus is to address three major problems of public education system through various innovative programs:

- Non-enrolment i.e. children are not enrolled in schools for a variety of reasons.
- Children drop out of school at an early age.
- Even if children are enrolled in schools, their quality of education is low and children suffer from low learning levels

Recognising the urgent need to address the above-mentioned challenges among children from migrant communities, we set up temporary centers at construction sites and prepare children to prevent further loss of learning through:

- Balwadi (pre-primary education) for 3- to 5-year-old children.
- Foundational literacy, numeracy classes and library for 6- to 14-year-old children.
- Empowering parents and community members towards continued education of the children.

Project Foundation (PF) is one of the Community Intervention Programs working with children of construction site laborers across Pune and PCMC. Annually we work across 80+ construction sites reaching over 7000+ children.

This is a request to implement Project Foundation at 9 site for the period of 01 Apr 26 to 31 Mar 27. Through this project we will likely be able to reach up to 600+ children and empower around 250+ parents towards continued education of their children.

### Summary

NGO partner	Door Step School Foundation
Project Location	PMC/ PCMC
Project Start Date	01 Apr 2026
Project End Date	31 Mar 2027
<b>Total Project Cost</b>	<b>INR 67,07,000</b>
<b>Fund Requested</b>	<b>INR 33,53,500</b>

## 2. About Door Step School Foundation

Door Step School Foundation aims to address illiteracy among children (3 to 14 years) from marginalised sections of society like those from construction sites, pavement dwellers, temporary and permanent slums. DSSF has also expanded its scope to take vocational counselling and guidance to school children between 12 to 14 years and youth in communities up to 25 years.

For details refer to Appendix A

## 3. Need of the Project

Stemming from the United Nations' Sustainable Development Goal 4 which strives for universal access to quality education, Door Step School has upheld this principle since its establishment in 1989. The resonance of this goal is further echoed in the National Education Policy 2020 emphasizing the pivotal role of building a robust foundation in literacy and numeracy for quality education.

India's rapid urbanization has led to the subsequent demand for cheap labor in cities. This has led to construction workers migrating with families settling in densely packed communities in search of better opportunities. However, the lack of education and awareness among the parents, combined with the challenges posed by the COVID-19 pandemic, has significantly impacted the quality of education available to the children from the migrant communities posing following challenges:

- Migration of parents: Constant migration of parents for employment disrupts the education of children leading to low learning levels and eventually dropping out of school.
- Age-appropriate enrolment: The Right to Education Act (RTE) mandates age-appropriate enrolment. As a result, children are enrolled in higher classes even if they do not have foundational skills leading to poor academic performance.
- Lack of Pre-Primary education: Most of the children in the age group of 3 to 6 years face difficulties because they lack access to ICDS services (Integrated Child Development Services) or any other pre-primary education system.
- Lack of parental awareness: Despite the rise in number of school enrolments over the years, a significant number of parents still lack awareness of how to ensure continued education for their children using the available resources. As a result, children miss out on various educational opportunities leading to low academic performance or even drop out of school.

How we address the issues: Recognising the urgent need to address all the above-mentioned challenges among children from migrant communities, set up temporary centers at construction sites and prepare children to prevent further loss of learning through:

- Balwadi (pre-primary education) for 3- to 5-year-old children.
- Foundational literacy, numeracy classes and library for 6- to 14-year-old children.
- Empowering parents and community members towards continued education of the children.

## 4. Project Details

Educational Activity Centers (EAC) under Project Foundation are established at construction sites with an aim to provide study-support and creche/Balwadi facility and increase awareness about importance of education among their parents. One of the ways this can be achieved is by the setting up of educational activity centres at construction sites inclusive of Balwadi (pre-primary education) and foundational literacy and numeracy classes and empowering parents towards continued education of the children.

### 4.1. Objectives

#### **Preliminary Objectives (In case of a new sites)**

- Survey for a new site suitable for establishing an Education Activity Center.
- Resource mobilization.

#### **Primary Objectives**

- Preparing children for formal education by running pre-school programs.
- Enroll children in mainstream schools.
- Provide study support and a motivating environment to enable continued education, coping with the school environment, and reducing school dropouts.
- Tracking children post-migration to ensure continued education.
- Creating awareness about the importance of a child's education amongst parents and motivating them to own the responsibility of their child's education by getting actively involved.

#### **Support Activities**

- Running Creches.
- Monthly Project activities
- Science Project Activities.
- Event/ Days Celebrations.
- Schools Engagement activities.

### 4.2. Methodology

Survey	<ul style="list-style-type: none"><li>• Conduct survey identify construction sites, available with a minimum of 15 children and basic amenities</li><li>• Identify key stakeholders, parents, builders/ contractors and nearby schools</li><li>• Conduct tests to gather data on learning levels of children</li></ul>
Resource Mobilization	<ul style="list-style-type: none"><li>• Recruit teachers</li><li>• Conduct training</li><li>• Purchase of class set up and educational material</li><li>• Set up classroom</li></ul>

Activities	<ul style="list-style-type: none"> <li>Balwadi (Kindergarten) for 3 to 6 years</li> <li>Collaborate with local government schools to enrol and integrate children.</li> <li>Conduct literacy and numeracy classes for 6 to 14 years</li> <li>Empowerment of parents</li> <li>Tracking of migrated children to ensure continued education</li> <li>Support activities for overall development of children</li> </ul>
Monitoring & Evaluation	<ul style="list-style-type: none"> <li>Regular tracking of children's attendance and learning levels to map progress against expected learning outcomes</li> <li>Half yearly and annual project evaluations</li> </ul>
Reporting	<ul style="list-style-type: none"> <li>Quarterly</li> <li>Six monthly</li> <li>Annual / Project closure</li> </ul>

### 4.3. Beneficiary Details

Number of children (0 to 14 years)	600+
Number of parents	250+

### 4.4. Activities and Expected Outcomes

#### Preliminary Activities (In case of new sites)

Sr. No.	Activity	Activity description	Expected Outcome/s
1	Survey	<ul style="list-style-type: none"> <li>Conduct survey to identify sites with school going age group children from migrant and marginalized communities</li> </ul>	<ul style="list-style-type: none"> <li>Identify sites with children in the age group of 6 to 14 years</li> </ul>
2	Resource mobilisation	<ul style="list-style-type: none"> <li>Recruit teachers with desired qualifications</li> <li>Train them on DSSF teaching methodology</li> <li>Identify place to conduct classes</li> <li>Get the class ready with all basic amenities like water, fans, access to washrooms and teaching learning material</li> </ul>	<ul style="list-style-type: none"> <li>Trained teachers engage with children</li> <li>Class set up with all teaching learning materials and basic amenities</li> <li>Providing a safe and secure environment conducive to children's growth</li> </ul>

#### Primary Objectives

Quarter	Activity	Activity description	Expected Outcome/s
Q 1	Balwadi (Kindergarten) - School	<ul style="list-style-type: none"> <li>The focus is to assist in their overall development and get them ready for school</li> </ul>	<ul style="list-style-type: none"> <li>Special school readiness program for up to 10 (5.5 years+ old) children</li> </ul>

Quarter	Activity	Activity description	Expected Outcome/s
Q 2	Readiness Program (3 to 6years)	<ul style="list-style-type: none"> <li>Introduce children to the idea of schooling through activities and use of interactive teaching tools*</li> </ul>	<ul style="list-style-type: none"> <li>School admission for non migrated children to Balwadi/ Class 1</li> </ul>
Q 3			<ul style="list-style-type: none"> <li>75 to 80% of children reach expected levels of physical, language, numeracy and cognitive development.</li> </ul>
Q 4			
Q1 to Q4	School enrolment (6 to 14 years)	<ul style="list-style-type: none"> <li>Enrol 6 to 14 year old children in government schools</li> </ul>	<ul style="list-style-type: none"> <li>Out of school children will be enrolled in school</li> </ul>
Q1	Study Class (6 to 14 years)	<ul style="list-style-type: none"> <li>Teach local language (Marathi) literacy and numeracy according to DSSF methodology*</li> <li>These classes help to bring children at par to expected reading and numeracy competency as emphasised in the <a href="#">NIPUN Bharat mission</a></li> </ul>	<ul style="list-style-type: none"> <li>Baseline formalisation of all new and old students</li> <li>Generate interest in arts and craft activity through Hobby classes</li> </ul>
Q 2			<ul style="list-style-type: none"> <li>60% to 70% of children who have more than 80% attendance will reach expected levels</li> </ul>
Q 3			<ul style="list-style-type: none"> <li>65% to 75% of children who have more than 80% attendance will reach expected levels</li> </ul>
Q 4			<ul style="list-style-type: none"> <li>75% to 85% of children who have more than 80% attendance will reach expected levels</li> </ul>
Q1 to Q4	Library (7 to 14 years)	<ul style="list-style-type: none"> <li>Objective is to give children access to a variety of reading material to hone their reading skills</li> <li>Children come to the center and read books and / or borrow books to take home</li> <li>Conduct activities like Read aloud followed by discussions, role plays, storytelling etc.</li> </ul>	<ul style="list-style-type: none"> <li>75% to 80% of children read at least 4 - 5 books in a month</li> </ul>
Q1 to Q4	Parent Participation	<ul style="list-style-type: none"> <li>Conduct a monthly meeting with parents.</li> <li>Encourage parents for active participation in children education</li> </ul>	<ul style="list-style-type: none"> <li>80% to 90% parents enrol children in school independently/ with little assistance from DSSF staff</li> <li>60% to 70% parents arrange school transport</li> </ul>
Q1 to Q4	Tracking migrated children	<ul style="list-style-type: none"> <li>Follow up of children migrated to other locations through phone calls</li> </ul>	<ul style="list-style-type: none"> <li>Track 80% to 90% children migrated to new locations</li> <li>80% to 85% children enrolled in school in the new location</li> </ul>

**\*Note:** All children might not reach expected levels in stipulated duration due to gaps because of holidays, drop outs, migration and other disruptions. This holds particular significance for children who enrol in the program at a later stage.

## Support Activities

Sr. No.	Activity	Activity description	Expected Outcome/s
Q1 to Q4	Creche	<ul style="list-style-type: none"> <li>Running 8 hours creches to take care of the infants and young children.</li> </ul>	<ul style="list-style-type: none"> <li>Provides a safe space with a conducive environment for their growth</li> <li>Supports older children to attend school, DSSF class and focus on their education</li> </ul>
Q1 to Q4	Monthly projects (3 to 14 years) and Events celebrations	<ul style="list-style-type: none"> <li>Give children exposure to various topics.</li> <li>Use different methods like story telling, poems, songs and interactive teaching aids</li> <li>Celebrate important days and festivals</li> </ul>	<ul style="list-style-type: none"> <li>Children get exposure to new topics, new words and ideas</li> <li>Increases creativity as children prepare models or showcase their understanding of the topic in different art forms</li> <li>Children learn to do sight reading, basic counting, comparison, identify the difference, colours, shapes etc.</li> </ul>
Q1 to Q4	Science Activity on monthly basis (6 to 14 years)	<ul style="list-style-type: none"> <li>Conducted once a week to give exposure to children on different topics of day-to-day Science</li> </ul>	<ul style="list-style-type: none"> <li>Develop a scientific attitude in children by nurturing their inquisitive nature through hands-on experience</li> <li>Children understand concepts more clearly by doing by hand</li> </ul>
Q1 to Q4	Transport	<ul style="list-style-type: none"> <li>Depending on the need arrange school transport</li> <li>Transport is also required for exposure visits, picnics etc.</li> </ul>	
Q1 to Q4	Volunteer Engagement (Funding partner)	<ul style="list-style-type: none"> <li>Volunteer engagement offers an important platform of role models and exposure to the outside world for our children</li> <li>Volunteer engagement depends on the availability and requirement of volunteers at any point</li> </ul>	

## 4.5. Monitoring and Evaluation

**Children** (Refer to Appendix B for tracking sheets)

- Baseline and periodic assessments: A Reading ability test is administered at the beginning to establish each child's baseline learning level. Subsequent periodic assessments are conducted to monitor progress over time.
- Daily attendance and weekly learning levels of each child are tracked. Monitoring attendance ensures

that children regularly participate in the program and maintain continuity in learning while weekly learning levels provide valuable insights into their progress.

- Child centric planning: A record is maintained for each child throughout the year. This helps to monitor the progress of each child enabling a personalised approach. Teachers then prepare child centric plans based on individual learning levels
- Final assessment: After 120 intervention days a final assessment is conducted to evaluate the children's reading skills. This helps to measure the overall impact of the program.
- Various competitions and activities are organized to evaluate the increase in confidence levels of children, creativity and other positive aspects of children's development beyond academic performance.

#### 4.6. Reporting - Six monthly ; Annual/ Project Completion

### 5. Budget – Project period - 01 Apr 2026 to 31 Mar 2027

No.	Expense Item	No of persons per centre	Unit Cost (Yearly)	No of Units	Proposed Budget (Rs.)
1	<b>Program Expenses (A+B)</b>		<b>7,00,197</b>		<b>63,01,773</b>
<b>A- Compensations and Benefits</b>					
A.1	Operation head	0.04	8,160	9	73,440
A.2	Project Director	0.04	20,700	9	1,86,300
A.3	Field staff - M&E (Coordinator & supervisor)	.04 +.18	1,01,944	9	9,17,496
A.4	Field staff- Teacher	2.2	4,57,677	9	41,19,093
A.5	Project Support Staff	0.07	33,383	9	3,00,447
A.6	Staff welfare		3,682	9	33,138
<b>B- Project Running Exp</b>					
B.1	Teaching & Educational Material		36,000	9	3,24,000
B.2	Children events and support activities		13,100	9	1,17,900
B.3	Programe office Rent & Maint		11,920	9	1,07,280
B.4	Capacity Building of staff		13,631	9	1,22,679
2	<b>Admin and management</b>		<b>42,012</b>		<b>3,78,106</b>
2.1	Finance/ HR/ Compliance Exp		42,012	9	3,78,106
3	<b>CAPITAL / ASSETS</b>		<b>3,000</b>	9	<b>27,000</b>
3.1	Capital Expenses (Furniture, Computers, Camera etc.)		3,000	9	27,000
		<b>Total</b>			<b>67,06,879</b>
	<b>Total Cost of Project Rounded off</b>		<b>7,45,209</b>		<b>67,07,000</b>

<b>Total Cost of Project</b>	<b>67,07,000</b>
Funds sourced through Builder and other own resources	33,53,500
<b>Funds requested from Asha for Education, Silicon Valley (50%)</b>	<b>33,53,500</b>

#### Budget Notes

- **Personnel Cost (Salaries, Staff Capacity Building, and Welfare)** – This category covers expenses for teachers' and monitoring team's salaries, including basic pay, commute, statutory costs (like gratuity, ESI, and labour welfare), staff Mediclaim and capacity building of staff.

- **Educational & Resource Material** - Study material for study classes children and books purchased for library children.
- **Educational Visits/ Picnic and Events** -Two exposure visits are planned annually. The transport and snacks cost are also included. Different festivals, national and international days are also celebrated with the children.
- **Rent and Maintenance** - Partial Rent and Maintenance for project office.

**6. Sustainability** Sustainability is seen when children continue their schooling after migration and parents learn to take responsibility of their children’s education which includes being informed on Rights to Education and access to educational facility in and around the construction site.

## 7. Risk mitigation

Risk	Mitigation plan
Migration	We track the children who migrate to ensure that they are enrolled in school in the new location. For this, we give every child a card – My Card which carries information of the child, present school, DSSF team. Once the parents show the card in the new school, the child may get help in enrolment
Drop out	Parents meetings, follow up with children to bring them back to class
Gap due to festivals / holidays	Keep working with children's learning levels, regular attendance, share worksheets to practice at home
Attrition	Replace the staff as soon as possible
Closure of sites	Survey for alternate sites shall be done and replacement be affected with minimum gap.

## 8. Conclusion

We believe that this program will achieve sustainability in the education of children from less privileged communities by regular intervention with them and their parents. We look forward to partner with you and empower these parents and children towards a brighter future!

Should you have any questions, please reach out to:

Col Ashutosh Kulkarni (Retd)  
Associate Director, Project Foundation  
Email: [ashutosh@dssf.org.in](mailto:ashutosh@dssf.org.in)  
Phone: 9779858888

Ms Varsha Jadhav  
Head of Operations  
Email: [varsha@dssf.org.in](mailto:varsha@dssf.org.in)  
Phone: 8308838838

PS: Appendices

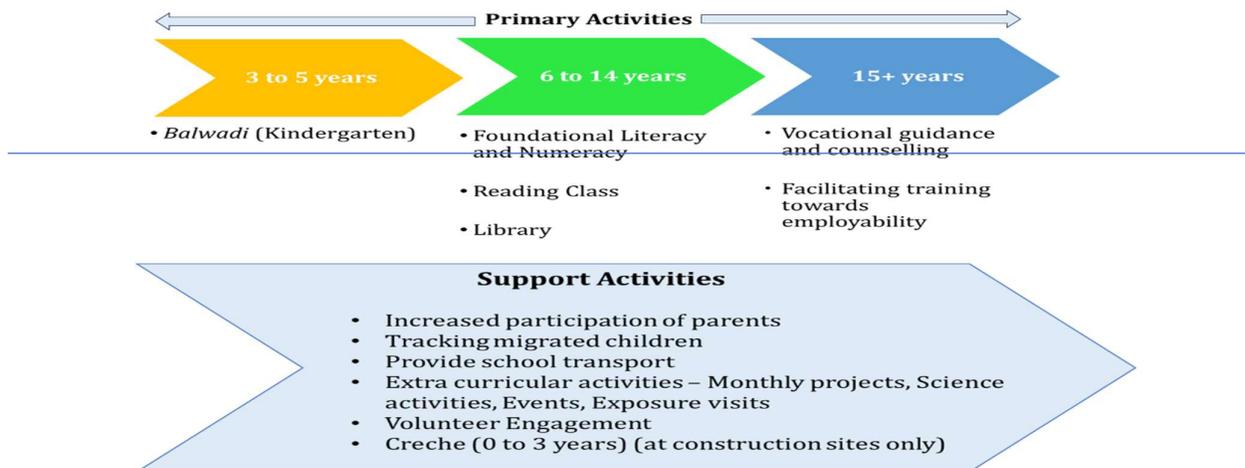
## APPENDIX A - About Door Step School Foundation

Door Step School Foundation aims to address illiteracy among children (3 to 14 years) from marginalised sections of society like those from construction sites, pavement dwellers, temporary and permanent slums. Our focus is to address three major problems of public education system through various innovative programs:

- Non-enrolment i.e. children are not enrolled in schools for a variety of reasons.
- Children drop out of school at an early age.
- Even if children are enrolled in schools, their quality of education is low and children suffer from low learning levels

DSSF has also expanded its scope to take vocational counselling and guidance to school children between 12 to 14 years and youth in communities up to 25 years.

To address the aforementioned challenges, we conduct different activities with children (*Fig.1*) by implementing a range of innovative and interactive programs in both community and school settings (*Fig.2*)



*Fig.1*

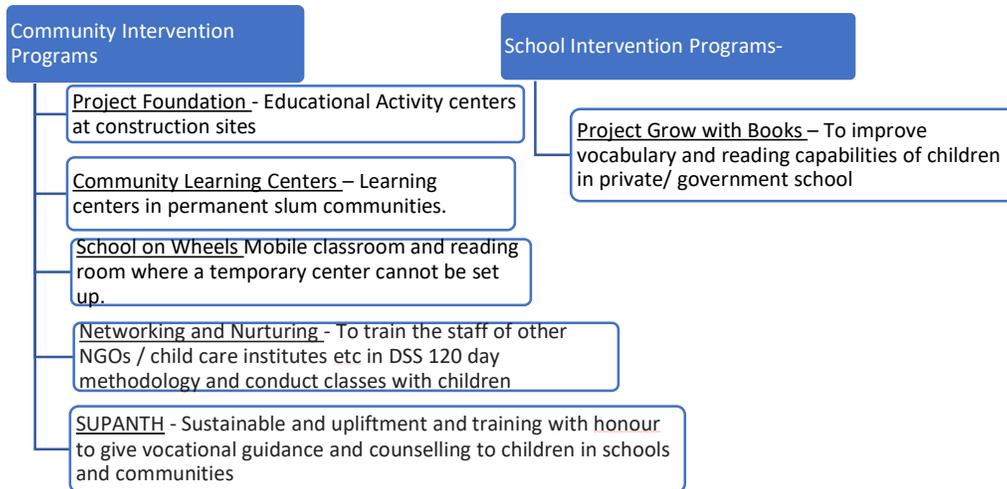


Fig.2

All our initiatives are supported by our in-house training center - 'Parivartan', which equips DSSF team members, PMC school teachers as well as other NGO personnel with comprehensive training programs. These include new teacher training, refresher courses, child care training and parental involvement sessions. Additionally, our Publication department publishes a diverse range of educational material in Marathi including graded learning books, story books and teaching tools with 79 titles, 23 Marathi teaching tools, 38 Numeracy teaching tools, 16 Balwadi teaching tools, 07 Grammar tools and 4 Guidelines for teachers.

Our dedicated team of over 500+ well-trained employees, supported by 500+ committed volunteers, CSR & funding partners and individual donors, all work together to ensure success of these programs reaching over 70,000+ children annually in Pune.

**APPENDIX B**

**Monitoring and Evaluation**

**Reach of children – gender wise & class wise**

<b>Class type</b>	<b>Boys</b>	<b>Girls</b>	<b>Total</b>	<b>Continued</b>	<b>Migrated</b>
Creche					
Balwadi					
Study class					
Literacy Class					
Library/ Reference					
<b>Total</b>					

**Language Literacy Indicators (6 to 14 years)**

<b>Learning Levels → Attendance Days ↓</b>	<b>Learning Alphabets (L 1)</b>	<b>Learning Matra (L 2)</b>	<b>Learning Composite Letters (L 3)</b>	<b>Reading (L 4)</b>	<b>Total</b>
<b>1 to 50</b>					
<b>51 to 90</b>					
<b>91 to 120 days</b>					
<b>120+ days</b>					
<b>Total</b>					
<b>Baseline</b>					

**Notes -**

<b>Learning Level</b>	<b>No. of days for respective level</b>	<b>Expected outcome</b>
Level 1	0 to 50	Learning letters
Level 2	51 to 90	Letters complete and Learning <i>Matras</i>
Level 3	91 to 120	<i>Matras</i> complete and learning composite letters
Level 4	120+	Able to read fluently

### Numeracy Indicators (6 to 14 years)

Learning Levels → Attendance ↓	L 1 Fundamental Concept & Intro to numbers	L2 Number counting and single digit addition	L3 Geometry and double- digit addition	L4 Sequences, patterns and single digit subtraction	L 5 Measurement and double- digit subtraction	L 6 Addition, subtraction with borrowing / carrying; problem- solving & critical thinking skills	Complete Level 7	Total
1 to 20								
21 to 40								
41 to 60								
61 to 80								
81 to 100								
101 to 120								
120 +								
<b>Total</b>								
<b>Baseline</b>								

**Notes – Applicable for children who have reached Level 4 in Literacy**

Learning Level	No. of intervention days for respective level	Expected Outcome/s
Level 1	0 to 20	Fundamental math concepts and introduction to numbers
Level 2	21 to 40	Numbers and counting, with a focus on single-digit addition
Level 3	41 to 60	Geometry and continue addition with two-digit numbers
Level 4	61 to 80	Sequences and patterns, with a focus on single-digit subtraction
Level 5	81 to 100	Measurement and continue with two-digit subtraction
Level 6	101 to 120	Addition and subtraction with borrowing and carrying; also practice problem-solving and critical thinking skills
Level 7	120 +	Able to solve numerical problems

### Balwadi Assessment

Growth parameters Vs Grades	Physical Development	Literacy development	Numeracy Development	Social and emotional Development	Intelligence development	Total
<b>Baseline</b>						
Grade A						
Grade B						
Grade C						
Baseline Total						
<b>Endline</b>						
Grade A						
Grade B						
Grade C						
Endline Total						

#### Notes-

Grade A	Active response always
Grade B	Active response sporadic
Grade C	Little or no response

### School Enrolment

Standard	I	II	III	IV	V	VI	VII	VIII	IX
No of students enrolled by DSSF									
No. of children enrolled by parents									
<b>Total enrolled</b>									

### Tracking report of migrated children

No. of children migrated	No. of children tracked	No. of children attending school from those tracked