



**DOOR STEP SCHOOL FOUNDATION**



**PROPOSAL FOR FOUNDATIONAL LITERACY AND NUMERACY**

**2026-2027**

**ASHA FOR EDUCATION,  
SILICON VALLEY**

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## 1. Executive Summary

Door Step School Foundation (DSSF), Pune is a Section 8 company committed to bringing education to underserved 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.

Since inception, Door Step School has impacted on the lives of more than 1 million children through various Community and School Intervention Programs built for children from marginalized communities: reaching more than 70,000 children annually in Pune since last five years. DSSF aims to carry forward this legacy and create a positive impact in the lives of the underserved.

DSSF aligns its mission with SDG 4, promoting inclusive and equitable quality education for all, and resonates strongly with the NIPUN Bharat initiative under NEP 2020, which focuses on achieving universal foundational literacy and numeracy. DSSF addresses illiteracy among children aged 3 to 14 years from marginalised communities, including those living at construction sites, pavement dwellings, and slums. The Foundation prepares 3–5-year-old children for formal schooling and strengthens foundational literacy, numeracy, and reading skills among 6–14-year-olds, ensuring age-appropriate learning outcomes.

To support sustained educational progress, DSSF has expanded its scope to include vocational counselling and guidance for school children aged 12–14 years and youth in communities up to 25 years, enabling informed educational and career pathways. (For details refer to Appendix A.)

We are confident that the program will establish a foundation for the sustainable education of children within the community. Through consistent engagement, we will equip the children for formal schooling and lifelong learning.

Proposal Summary	
Project Location	Pune & PCMC, Maharashtra, India
Project Period	01 April 2026 to 31 <sup>st</sup> March 2027
Total Project Cost (Rs.)	10,12,000/-
No. of Centre	4
No. of beneficiaries (children)	200

Door Step School Foundation (DSSF) proposes to collaborate with other not-for-profit organisations working with children of construction labourers and migrant communities across different focus areas such as health, nutrition, childcare, community development, and labour welfare. Within such collaborations, DSSF will serve as the Foundational Literacy and Numeracy (FLN) partner, providing specialised academic support to strengthen children’s foundational learning skills.

Children living on construction sites often face disrupted schooling, migration-related challenges, and limited access to consistent educational support, resulting in gaps in basic literacy and numeracy. Through partnership model, DSSF will focus specifically on improving foundational reading, writing, comprehension, and numeracy skills among children through structured FLN interventions.

DSSF will support the program through baseline and endline assessments, development and implementation of FLN-focused teaching-learning processes, educator training, learning materials, and regular monitoring of children’s progress. The partner organisations, while continuing their primary interventions in other thematic areas, will facilitate access to children and communities, support mobilisation of families, and help create enabling spaces for learning at construction sites.

The collaboration aims to ensure that children from highly vulnerable migrant communities receive focused foundational learning support alongside other essential services being provided by partner organisations. This integrated approach will contribute towards improved learning outcomes, school readiness, and continuity in education for children of construction labourers.

## 2. Need of the Project

Stemming from the United Nations’ Sustainable Development Goal 4 which strives for universal access to quality education, Door Step School Foundation 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.

Collaborating with other not-for-profit organisations working with migrant and construction labour communities can further strengthen educational interventions for children by enabling integrated support systems. While partner organisations address areas such as health, nutrition, childcare, and community welfare, Door Step School Foundation can contribute focused expertise in Foundational Literacy and Numeracy (FLN). Such collaborations help ensure that children receive consistent learning support alongside other essential services, thereby improving their overall educational participation and learning outcomes.

One such NGO is Tara Mobile Creche, Pune (TMCP) which works at construction sites with a focus on Health and Nutrition. TMCP has been our partner earlier in data sharing and has always been appreciative of DSSF work towards the education of the children of migrant workers. Since the footfall of TMCP at construction sites is much less compared to that of DSSF, they look up to DSSF to provide assistance in addressing the issue of education at select construction sites. For the current proposal four such centers have been nominated where the number of children of age group 6 to 14 years is sizable.

**How we address the issues:** Recognising the urgent need to address all the above-mentioned challenges among children from migrant communities, the program supports children to prevent further loss of learning through:

- Foundational literacy, numeracy classes and library support for 6- to 14-year-old children.
- The striking difference between the DSSF Project Foundation (Asha for Education supported) and this proposal is that while in Project foundation we address children right from 3 months to 14 years with clear categories of Creche, Balwadi, Study class and reference class, in the current proposal our teachers shall engage with children if study class only (6 to 14 years) and shall only deal with teaching the Fundamental Literacy component at the centers run by TMCP.

### 3. Project Details

Under Project Foundation, Educational Activity Centers (EACs) support children living on construction sites by providing foundational literacy and numeracy classes. The program aims to strengthen children’s educational participation and improve foundational learning competencies.

#### 3.1. Objectives

The program aims to facilitate children’s enrolment in mainstream schools and support their continued participation in education by strengthening foundational literacy and numeracy skills. It seeks to provide academic support and a motivating learning environment that helps children cope with the school system, improve learning competencies, and reduce the risk of school dropout among children from migrant communities.

#### 3.2. Beneficiary Details

Number of children (6 to 14 years)	200
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### 3.3. Activities and Expected Outcomes

#### Primary Objectives

Quarter	Activity	Activity description	Expected Outcome/s
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 emphasized 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>
Q2			<ul style="list-style-type: none"> <li>60% to 70% of children who have more than 80% attendance will reach expected levels.</li> </ul>
Q3			<ul style="list-style-type: none"> <li>65% to 75% of children who have more than 80% attendance will reach expected levels.</li> </ul>
Q4			<ul style="list-style-type: none"> <li>75% to 85% of children who have more than 80% attendance will reach expected levels.</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.

### 3.4. 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 personalized 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.

### 3.5. Reporting

The Door Step School Foundation will submit both half-yearly and end-of-year final reports outlining project progress, along with a comprehensive financial expenditure report covering all primary and support activities undertaken during the period, in accordance with the established reporting metrics.

## 4. Budget

Expense Item	No of Units	Budget (Rs.)
<b>Program Expenses (A+B)</b>		<b>9,54,672</b>
<b>A-Compensations and Benefits</b>		
Reporting and Communication	4	44,240
Quality Assurance staff	4	82,800
Supervisor	4	1,24,800
Teacher	4	6,04,800
Support staff	4	12,240
Staff welfare	4	13,392
<b>B- Project Running Exp</b>		
Teaching & Educational Material	4	56,000
Support activities	4	2000
Programme office Rent & Maintenance	4	14,400
<b>C - Admin and Management</b>		<b>57,280</b>
Finance/ HR/ Compliance Exp (6%)		
<b>Total (A+B+C)</b>		<b>10,11,952</b>
<b>Total Cost of Project Rounded off</b>		<b>10,12,000</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 Medclaim 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.

## 5. Sustainability

Strengthening foundational learning skills helps children remain connected to the education system and supports continuity in their schooling despite frequent migration. While the partner NGO has currently approached DSSF for a one-year collaboration, we also shall be training their creche workers on our Teaching Methodology. As such DSSF also runs a project called Network and Nurturing through which DSSF imparts training to trainers of the organisations working in the field of education at fundamental level.

## 6. Risk mitigation

Risk	Mitigation plan
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 by the partner NGO, and replacement be affected with minimum gap.
Termination of Financial support	Look for other sources of funding from CSR/ grants/ Individual donors

## 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 partnering with you and empowering these parents and children towards a brighter future!

Should you have any questions, please reach out to:

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## APPENDIX A

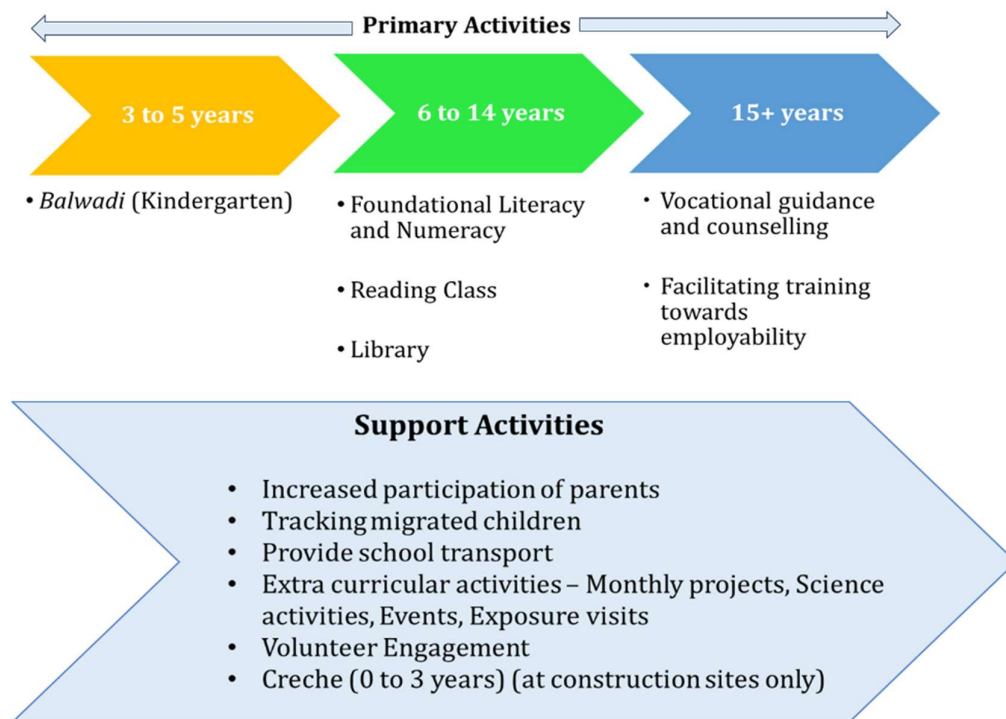
### About Door Step School Foundation

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*

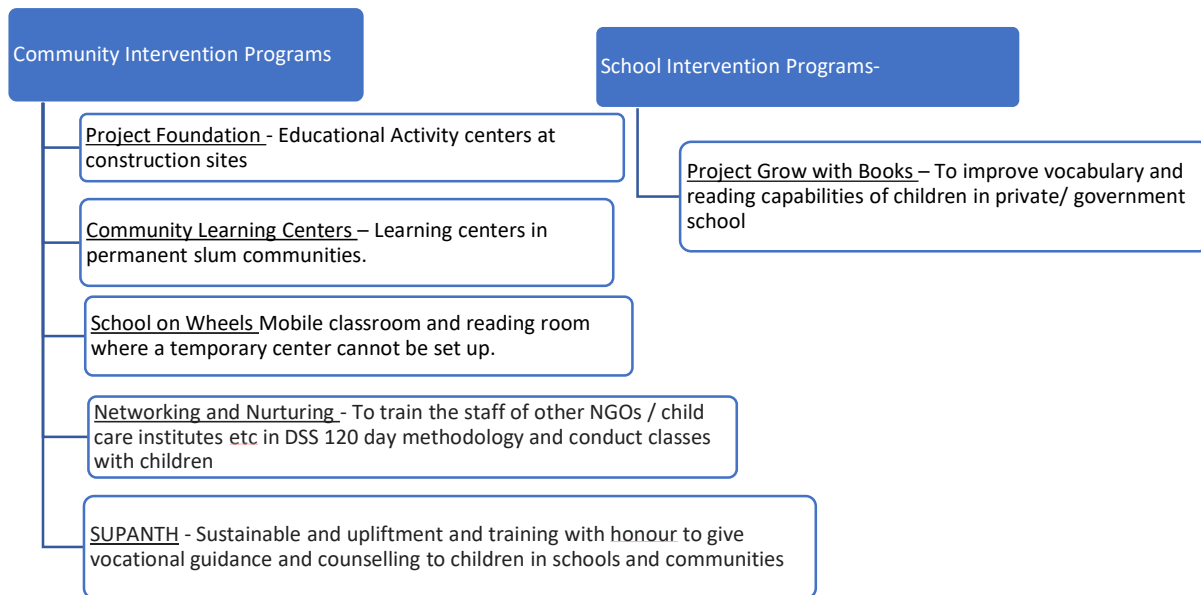


Fig.2

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, childcare 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

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

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

Notes –

Learning Level	No. of days for respective level	Expected outcome
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

<b>Learning Level</b>	<b>No. of intervention days for respective level</b>	<b>Expected Outcome/s</b>
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

#### **School Enrolment**

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

#### **Tracking report on migrated children**

<b>No. of children migrated</b>	<b>No. of children tracked</b>	<b>No. of children attending school from those tracked</b>