

PROJECT PROPOSAL FOR PROJECT FOUNDATION

To: Asha for Education, Silicon Valley

From: Door Step School Foundation

April 2024 To March 2025



Table of Contents

1. Executive Summary	3
2. About Door Step School Foundation.....	4
3. Need of the Project.....	4
4. Project Details	5
5. Budget –	10
6. Sustainability	11
7. Risk mitigation.....	11
8. Exit plan and steps	11
9. Conclusion.....	11
Appendix A	13
Appendix B.....	15

1. Executive Summary

Door Step School Foundation is a Section 8 Company incorporated in 2018 with the objective to have an independent entity in Pune. DSSF has branched out from the Society for Door Step Schools (DSS), a registered non-profit, started in Mumbai in 1989 and expanded to Pune in 1993 with the aim to address illiteracy among children from marginalized sections of society.

Since inception, DSSF (erstwhile DSS, Pune) has impacted 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 for the last five years. DSSF aims to carry forward this legacy and create a positive impact in the lives of the underserved.

Throughout our evolution, our programs have consistently centered around the core objective of fostering the 3R's - Reading, Writing and Arithmetic, empowering children to become lifelong learners. Our mission has been 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 continue to prepare 3 to 5 year old children for formal schooling while also strengthening the foundational literacy, numeracy and reading skills of 6 to 14 year olds ensuring that they reach age appropriate competency levels.

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. Project Foundation (PF) is one of the Community Intervention Programs working with children of construction site labourers across Pune and PCMC. Annually we work across 60 to 70 sites reaching over 7000+ children.

This is a request to implement Project Foundation at 09 sites with a budget of Rs. 57,49,300/- (Fifty seven Lakhs forty nine thousand three hundred only) for the period of Apr '24 to Mar '25. Through this project we will benefit around 630+ children and empower around 225+ parents towards continued education of their children.

Summary

CSR Partner	Tata Blue Scope Steel
Country	India
NGO	Door Step School Foundation, Pune
Project Location	PMC/PCMC
Project Start Date	01 April 2024
Project End Date	31 March 2025
Total Project Cost	Rs. 57,49,300 /-
Funds requested from Tata Blue Scope Steel	Rs. 28,75,000 /-
Children Reach	630+

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 by focussing on non-enrolment, drop out and 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.

For details refer to Appendix A

3. Need of the Project

Demographics and education scenario: India's rapid urbanization and the subsequent demand for cheap labour in cities have led to the migration of a diverse groups of workers, often hailing from rural areas and marginalized communities. Lured by employment opportunities in urban areas, they face challenges such as inadequate living conditions, low wages and limited access to social welfare. Most parents are illiterate or have only primary education and are middle school drop outs. The demanding nature of their work leaves them with little time or awareness to support their children's education. Despite their role in shaping the nation's infrastructure the migrant worker population faces socio-economic disparities while their children encounter obstacles in getting an education.

Challenges:

- i. 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.
- ii. Age appropriate enrolment: The Right to Education Act (RTE) mandates age-appropriate enrolment. 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.
- iii. 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.

Statistics: *The ASER 2022 report states that basic reading ability of school students across all classes has dropped to pre- 2012 levels while basic maths skills have declined to 2018 levels. These findings reiterate our own survey conducted in July 2023, of 4401 children from 6 to 16 years indicating that close to 90% children cannot read age appropriate text fluently.*

Our Solution: 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:

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

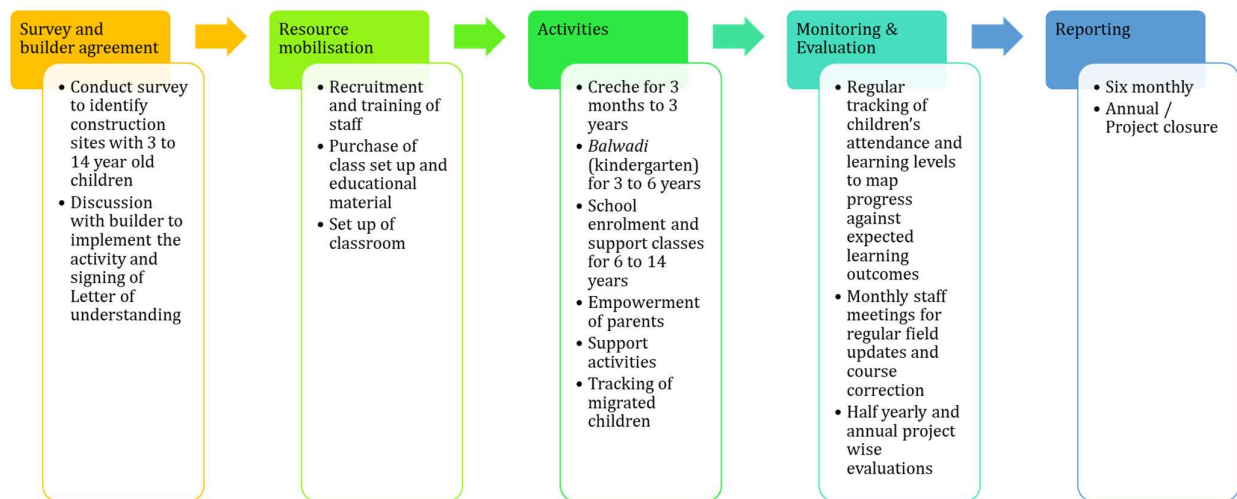
4. Project Details

Project Foundation runs 8 hour educational activity centers at construction sites to facilitate the educational development of construction site labourers' children. The focus is to integrate these children into mainstream education. At the same time we recognise the pivotal role played by parents in the education of children, thus engaging them in diverse activities empowering them in their children's educational journey.

4.1. Objectives

- Mainstream children in public education system
- Prepare pre-primary children for formal education
- Improve learning outcomes of children
- Tracking children post migration to ensure continued education
- Increase parental involvement in children's education

4.2. Methodology



4.3. Beneficiary Details

Number of children	630+
Number of parents	225+

4.4. Activities and Expected Outcomes

Preliminary Activities

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

Primary Activities

Sr. No.	Activity	Activity description	Expected Outcome/s
1	Balwadi (Kindergarten) - School Readiness Program (3 to 6years)	<ul style="list-style-type: none"> The focus is to assist in their overall development and get them ready for school Introduce children to the idea of schooling through activities and use of interactive teaching tools 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. 	<ul style="list-style-type: none"> Up to 80% of children will reach expected levels of physical, language, numeracy and cognitive development. Refer to Appendix II, Pt. no. 3 for Balwadi indicators.
2	School enrolment (6 to 14 years)	<ul style="list-style-type: none"> Enrol 6 to 14 year old children in government schools 	<ul style="list-style-type: none"> Out of school children will be enrolled in school Increased awareness among parents and schools
3	Study Class (6 to 14 years)	<ul style="list-style-type: none"> Teach local language (Marathi) literacy and numeracy according to DSSF methodology These classes help to bring children at par to expected 	<ul style="list-style-type: none"> Learning Marathi (Devanagari script) reading and numeracy skills Up to 85% of the children who have class attendance of up to

Sr. No.	Activity	Activity description	Expected Outcome/s
		<p>reading and numeracy competency as emphasised in the NIPUN Bharat mission</p> <ul style="list-style-type: none"> <i>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.</i> 	<p>80% are able to read standard appropriate text.</p> <ul style="list-style-type: none"> Up to 80% children will learn basic numeracy concepts equivalent to grade 1 and 2
4	Library (7 to14 years)	<ul style="list-style-type: none"> Objective is to give children access to a variety of reading material to hone their reading skills Children come to the bus and read books and / or borrow books to take home Conduct activities like Read aloud followed by discussions, role plays, story telling etc. 	<ul style="list-style-type: none"> Up to 90% of children read at least 4 - 5 books in a month Improves vocabulary and reading skills of all children Children get exposure to different ideas and cultures Increased confidence and improved public speaking skills Inculcates life long learning through reading
5	Parent Participation	<ul style="list-style-type: none"> A monthly meeting is planned and if necessary, meetings are scheduled for specific reasons like school enrollment, school transport, etc. Group sessions or one to one meetings as required Motivate parents to enrol children in school Connecting parents with school teachers / authorities 	<ul style="list-style-type: none"> Up to 90% parents enrol children in school independently Up to 75% parents provide school transport Increased awareness about importance of Right to Education Act (RTE), school enrolment and continued education Increased participation by attending regular PTMs, understanding their children's learning levels & progress Improved attendance of children Better rapport with schools
6	Tracking migrated children	<ul style="list-style-type: none"> Follow up of children migrated to other locations through phone calls 	<ul style="list-style-type: none"> Track up to 85% children migrated to new locations Up to 80% children enrolled in school in the new location, thus ensuring continued education

Support Activities

Sr. No.	Activity	Activity description	Expected Outcome/s
1	Creche	<ul style="list-style-type: none"> Running 8 hours creches to take care of the infants and young children. 	<ul style="list-style-type: none"> Provides a safe space with a conducive environment for their growth Supports older children to attend school, DSSF class and focus on their education
2	Monthly projects (3 to 14 years)	<ul style="list-style-type: none"> Objective of this activity is to give children exposure to various topics. Teachers use different methods like story telling, poems, songs and interactive teaching aids Topics include fruits, flowers, vegetables, seasons, festivals etc. 	<ul style="list-style-type: none"> Children get exposure to new topics, new words and ideas Increases creativity as children prepare models or showcase their understanding of the topic in different art forms Children learn to do sight reading, basic counting, comparison, identify the difference, colours, shapes etc.
3	Science Activity (6 to 14 years)	<ul style="list-style-type: none"> Conducted once a week to give exposure to children on different topics of day to day Science Science kits are available on the SOW and teachers are trained to conduct these experiments Children also get to perform these experiments 	<ul style="list-style-type: none"> Develops a scientific attitude in children by nurturing their inquisitive nature through hands-on experience Children understand concepts more clearly by doing
4	Transport	<ul style="list-style-type: none"> Depending on the need arrange school transport Transport is also required for exposure visits, picnics etc. 	<ul style="list-style-type: none"> Improved attendance of children Exposure to different activities which aid in overall development
5	Volunteer Engagement (6 to 14 years)	<ul style="list-style-type: none"> Volunteer engagement offers an important platform of role models and exposure to the outside world for our children <u>Volunteer engagement depends on the availability and requirement of volunteers at any point</u> 	<ul style="list-style-type: none"> Children are introduced to new ideas and perspectives Children are motivated to learn and continue studying Develops communication and social skills Most of them who cannot afford tuitions benefit from the coaching given by volunteers

Sr. No.	Activity	Activity description	Expected Outcome/s
6	Schools	<ul style="list-style-type: none"> Depending on the need sensitize schools to help parents in school enrolment process, visit communities and enrol children in school Sensitise schools about the problem of out of school children Create awareness about migrant population and how schools can help them in school enrolment and continuing the studies of children 	<ul style="list-style-type: none"> Improved rapport between schools and parents Increase in school enrolment Improved school attendance of children Increased intervention in communities

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: A final assessment is conducted to evaluate the children's reading skills at the end of the DSSF intervention program. 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.

Teachers

- Regular data driven staff meetings: Monthly staff meetings serve as a platform for data presentation and discussion among teachers, supervisors and coordinators. These meetings enable identification of trends, challenges in program implementation leading to timely course correction.
- Field visits for program monitoring: Regular field visits by the monitoring staff ensure smooth implementation of the program. These visits are instrumental in identifying challenges and bottlenecks at an early stage for corrective actions.
- Project wise six monthly and annual presentations: These presentations allow for a broader overview of the program and its progress. These enable a more comprehensive assessment of the program's impact and identify areas which need special attention.
- Training of staff: Every new recruit undergoes class room and on-the-job training. Supervisors and Coordinators undergo a monthly training. Professional development trainings are offered throughout the year for all the staff members.
- Evaluation of training implementation: The training team makes field visits to identify training

needs and evaluate the implementation of the training in the field ensuring that the training aligns with the program objectives.

4.6. Reporting

- 6 monthly
- Annual

5. Budget –

No.	Expense Item	Unit Cost (Yearly)	No of Units	Proposed Budget (Rs.)
1	PROGRAMME EXPENSES (A+B)	6,00,002		54,00,018
	A- Compensations and Benefits			
A.1	Operation head	8,160	9	73,440
A.2	Project Director	19,688	9	1,77,192
A.3	Field staff - M&E	84,285	9	7,58,565
A.4	Field staff- Teacher	3,89,664	9	35,06,976
A.5	Project Support Staff	30,360	9	2,73,240
A.6	Staff welfare	10,225	9	92,025
	B- Project Running Exp		9	
B.1	Teaching & Educational Material	25,000	9	2,25,000
B.2	Children events and support activities	11,500	9	1,03,500
B.3	Programe office Rent & Maint	8,850	9	79,650
B.4	Capacity Building of staff	12,270	9	1,10,430
2	ADMINISTRATIVE & MANAGEMENT	36,000		3,24,001
2.1	Finance/ HR/ Compliance Exp	36,000	9	3,24,001
3	CAPITAL / ASSETS	2,800	9	25,200
3.1	Capital Expenses (Furniture, Computers, Camera etc.)	2,800	9	25,200
		6,38,802		57,49,219
	Total Cost of Project (Total of 1,2 &3) Rounded off	6,39,000		57,50,000

Total Project funding requested from Asha for Education , Silicon Valley

28,75,000

Note

As per organisation policy Finance/HR/ compliances cost at 6% of overall cost is levied

6. Sustainability

Sustainability is seen when children continue their schooling after migration and parents learn to take responsibility of their children's education. This is achieved through:

- Children achieving expected language and numeracy proficiency enabling sustained education and lifelong learning
- Empowering parents to actively contribute to their children's continued education
- Tracking of migrated children to ensure continued education and
- Seek diverse funding sources and reduce dependence on a single source

7. Risk mitigation

Sr. No.	Risk	Mitigation plan
1	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 - MyCard which carries information of the child, present school, DSSF team. Once the parents show the card in the new school, the child can be enrolled
2	Drop out	Parents meetings, home visits and follow up with children to bring them back to class
3	Gap due to festivals / holidays	Keep working with children's learning levels, regular attendance, share worksheets to practice at home
4	Attrition	Replace the staff as soon as possible
5	Closure of site	Survey will be conducted to explore alternative sites and replacement will be implemented with minimum downtime.

8. Exit plan and steps

There is no exit plan as such because children keep coming to the construction sites. Hence looking for new funding support as long as the children need intervention is the only way to bring education in the lives of migrant population.

9. 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
Phone: 9779858888

Ms Ankita Yadav
Head of Operations
Email: ankita@dssf.org.in
Phone: 9922398799

Appendix I - 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*)

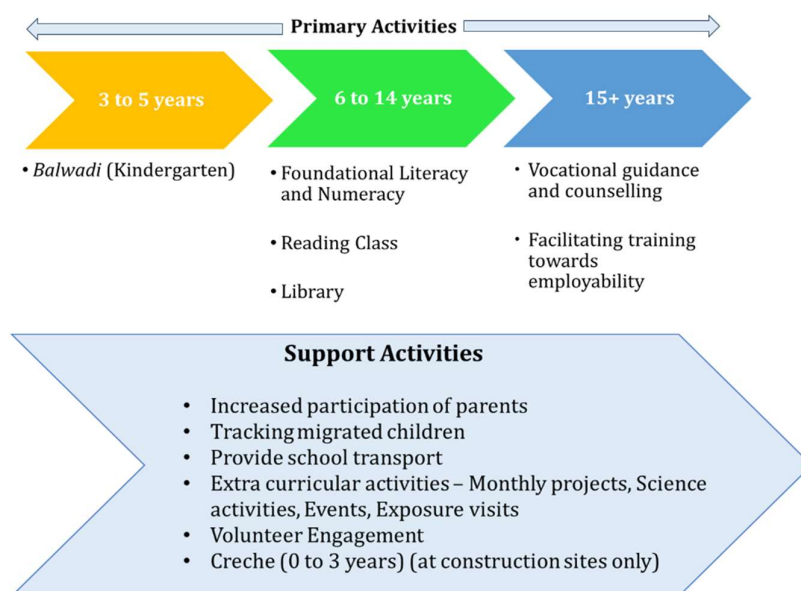


Fig.1

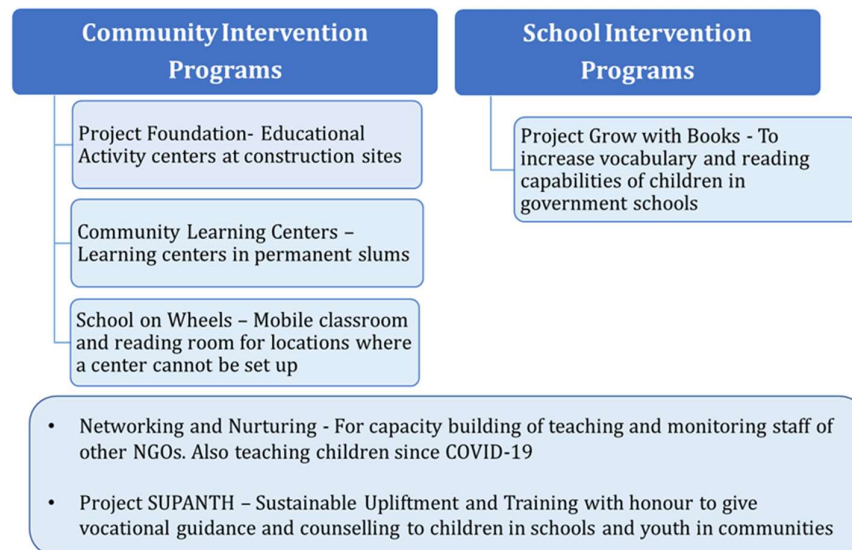


Fig.2

All our initiatives are supported by our in-house training center - 'Parivartan', which equips DSS 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 71 titles, 20 Marathi teaching tools, 24 Mathematics teaching tools and 15 Balwadi teaching tools.

Our dedicated team of over 400+ 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 sheets

1. Reach of children – gender wise, class wise

Class type	Boys	Girls	Total	Continued	Drop out	Migrated
Balwadi						
Study class						
Library						
Total						

2. Language Literacy Indicators (6 to 14 years)

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

3. Numeracy Indicators (6 to 14 years)

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

4. Balwadi indicators (3 to 6 years)

Sr. No.	Development stages	Teacher's Remark (on a scale of 1 -3) (1-always, 2 – sometimes, 3 – never)
1	Physical development factors	
2	Language / development	
3	Numerical concept readiness	
4	Cognitive development	

5. School Enrolment

Standard	I	II	III	IV	V	VI	VII
No of students enrolled by DSSF							
No. of children enrolled by parents							
Total enrolled							

6. Tracking report of migrated children

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