

**SECTION 1: ABOUT THE NGO PROPOSING THE PROJECT**

*Name and address of the organization:*

Muskaan  
14 Nadir Colony  
Shamla Hills  
Bhopal – 462013

*Name and Background of members of Executive Committee*

S.No.	Name	Designation	Address	Profile
1.	Sonia Rashid	President	Shamla Kothi Annexe-Shamla Hills - Bhopal	Concerned with issue of marginalization and humanity; Is a potter
2.	Manish Rajoria	Vice President	Shikha Varta Complex - 4 Indra Press Parisar Zone – I M.P. Nagar, Bhopal	Printers and Publisher; Concerned with issues of humanity
3.	Shivani Taneja	Secretary	14, Nadir Colony Shamla Hills, Bhopal	Specializes in education; Working in Muskaan
4.	Akanksha Kela	Joint Secretary	E 1/82, Arera Colony, Bhopal.	Concerned with issue of marginalization and conflict resolution; Is currently not working.
5.	Savita Sohit	Treasurer	E-6/22, Saibaba Nagar, Arera Colony Bhopal.	Specializes in education; Working in Muskaan
6.	Rama Rao	Elected Member	E 147, Kalkaji, New Delhi	Specializes in gender and development issues, Currently working in Youth Collective, Delhi
7	Namrita Chaudhary	Founder Member	149 Malviya Nagar Bhopal	Concerned with issues of humanity

*When was the organization founded? Is it a registered organization? If yes, give registration number and FCRA status.*

The group started as an effort to provide opportunities for out-of-school children to study. There were many children working on the roads or begging in the main markets, and speaking to them, one realized that they were completely out of the mainstream system. This was in September 1997, and the organization was registered later in December 1998 with the understanding that this needs to be a long-time and stable commitment because of the numbers of children involved and more critically, that the work does not finish with enrolling children in schools.

Registration Number – 6626/98 (Societies Act of Madhya Pradesh)  
 FCRA Status – Registration vide Letter 9 July 2002  
 Registration No. 063160102  
 Nature: Educational

*What is the mission of the organization:*

Muskaan's mission is to provide relevant education opportunities to the most marginalized urban poor (children and their families) that empowers them to become agents of change - in their lives and their communities.

*List previous/current projects undertaken by the organization. Give name of project, location, goal, size of project (in terms of number of beneficiaries and funding)*

Year	Name of the Donor Agency	Sanctioned Amount INR	Program	Coverage	Operational area details
2008 - 2009	Sir Ratan Tata Trust (SRTT)	2400000	Education	24 government schools and 7 bastis	Bhopal – 5 bastis and govt. schools
	RTR	420260	Girls Hostel	32 girls	Bhopal
	Niwano	1307963	Education	2 balwadis, 2 govt schools, and 2 learning centres in bastis	2 bastis and 2 govt schools
	Asha for Education	887683	Education, Community Development	350 households; 150 children	6 bastis
	Urban Health Resource Centre (UHRC)	788,492	Health	2000 households – direct intervention plus support to health department in 5 cities	support to GoMP on urban health programming at state level and 15 slums in Bhopal
2009 - 2010	Navajbhai Ratan Tata Trust	2000000	Education	25 government schools and 250 children in bastis	Bhopal Urban Clusters and slums
	Genesis Media Pvt. Ltd.	81200	Health	Community groups	6 slums
	Niwano Peace Foundation	1403147	Education	5 government schools and 75 children	
	Urban Health Resource	918638	Health	2000 households – direct	support to GoMP on urban health

	Centre (UHRC)			intervention plus support to health department in 5 cities	programming at state level and 15 slums in Bhopal
2010 - 2011	Navajbhai Ratan Tata Trust	4600,000	Education	35 govt schools and 550 children in bastis	Bhopal – 1 rural cluster and 2 urban clusters
	Asha for Education, Seattle	1740,720	Community Development and Education	500 households; 150 children	2 annual instalments were received together this year
	Asha for Education, Stanford	200,352	Residential Camps	70 children	3 bastis
	Asha for Education, Frankfurt	154,289	Balwadi	125 children	4 balwadis in 4 bastis
	Urban Health Resource Centre	298,000	Research Study for Bernard Van Leer Foundation	Bhopal slums	2735786
	Genesis Media Pvt. Ltd.	70,270	Health Program	Community groups	6 slums

*Number of full time employees – 30*

*Please attach a summary financial statement if available – Attached*

*Please declare any religious, political, etc. affiliations of the organization: none*

**SECTION 2: ABOUT THE PROPOSED PROJECT**

*Title - Making Education Accessible to Vulnerable Children through Residential Camps*

*Where is the project located? Include name of village/town/city and district?*

Bhopal City, Bhopal District, Madhya Pradesh

*Contact Person:* Shivani Taneja  
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Mata Mandir  
Bhopal  
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Mobile – 91 94256 00382  
E-mail – muskaan.office@gmail.com

*Who is the project directed toward? Describe target beneficiaries in terms of age, sex, and number.*

The project is directed towards slum residing children who have not been able to go to mainstream or alternative schools because of intense work pressures and poverty conditions at home. We are targeting girls and boys in the age group of 6 to 16 years. We target 35 children in each camp.

*Describe the current situation of (i) the local community (income level, occupations, etc.) and (ii) the target beneficiaries*

The communities are adivasi - gond, ojha gond, pardhi, lohar. Many of the children we work with are involved in waste picking. The women also do this work, in two of the communities. In Ganga Nagar (gond community), men work on daily wages. They do digging work. In Gautum Nagar (ojha gond), some men do tin repairing work and adolescent boys work for loading-unloading of pepsi crates. In another basti, men are engaged in sharpening of knives. The pardhi community is a denotified tribe (carrying the label of a criminal tribe in British times) and are exploited by police randomly and repeatedly. Many parents do waste picking. Children getting engaged / married between ages of 7 years to 15 years has been the norm. Even though the communities live in the city, they are governed by their community panchayats which bind them to their old ways which often work against the women. Children also work as light-bearers in the wedding barats, begging for food, household chores etc. In many families, meals are cooked once a day. In others, it is cooked twice.

*Please describe the existing status of the proposed project*

Residential camps are conducted for children through this project. The project started in March 2010 and we have conducted three camps so far.

There are three staff members specific to this project. They stay and work in the camps when the camps are ongoing. Preparations and follow-ups of the children is also done in non-camp period.

For teaching basic reading and writing, we use children's words and their context. Alphabets are taught from their sounds, and the sounds are part of words. For teaching numbers and other mathematical concepts, we use different materials to work in concrete. Also, examples are drawn from reality. We have developed materials for English and Hindi. We have also collected stories and relevant content for social studies. Books of specific progressive publishers are used there. As they grow older, interviews, exposure visits, doing experiments are necessarily part of their learning process.

The camps have comprised of the following aspects -

- Studies – All subjects are taught so that children are prepared for school life.
- Art activities – Creativity through art would be an integral part of the curriculum.
- Discussion forums – The purpose of this work is to be able to bring about a just world. Therefore it is needed that our education interventions also reflect this concern and is geared to promote desirable values in the children we are in touch with. The discussion forums would include topics of gender, environment, discrimination, poverty, customs within our own communities, to develop a critical thought on these issues.
- Meditation Exercises – This is important to build a concentration and reflection. It is also necessary for people to be able to sit with themselves, and become aware of their own thoughts and own being. As children with a volatile temperament, and recklessness in many ways, we all need to learn to control ourselves and be sensitive to others.

The following time table has been in practice in the camps

#### Morning Session

Brushing and washing up  
Group Exercises  
Bathing  
Breakfast  
Classes begin by 9:30 a.m.

#### Afternoon Session

Classes till 1:00 p.m.  
Lunch  
Free time for washing clothes, bathing, rest etc.  
Classes from 3 p.m. to 5:30 p.m.

#### Evening Session

Games and/or Songs Practice  
Meditation followed by  
Collective meeting and discussion  
Dinner  
Movie or Theatre

Besides the focus on academic pursuits, we propose to add this to our existing curriculum so that elder children in the camp can learn some skills and are able to be productively useful also.

Teacher student ratio is about 10 to 12 students to 1 teacher. As the staff needs to be present night and day, this ratio helps in enhancing learning and also make it possible for the persons to work. The children are also a bundle of energy and not used to school life or sitting in any place at all. They are also used to being controlled by violence (from people in their families and larger

communities). When we work with them without any violence, it takes a while to get a form of discipline in the camp space. This pushes the need for the low student teacher ration. In regular settings also, this would be an ideal ratio but is not possible due to limitation of funds.

The residential camps also enable us to provide a package of inputs within a time frame, and the children are able to learn quickly. This gives them a sense of confidence within themselves. Their parents are also able to see this remarkable growth; it brings a faith that their children can also learn literacy and academic skills, which were until then considered to be another class's domain.

The residential camps are recognized by the government to the extent that the Government Education Department has provided government buildings for the conduct of the camp. The Forest Department provided space for two camps, and the education Department provided space for one camp. Information about the camps has been regularly given to the government agency.

*Please describe your project plan in terms of short-term and long-term goals*

#### Short Term Goals

- Enhance children's academic learning to be able to read and write
- Build linkages for out of school children to be part of the mainstream
- Build children's conviction in themselves
- Take children out of child labour conditions to create opportunities to be able to explore themselves and realize their potential

#### Long Term Goals

- Children of vulnerable backgrounds are able to access opportunities of education
- Build parents' faith in the capacities and potential of children to provide space in their lives for realizing a child's potential
- Children of marginalized communities study and build their capacities and perspective to strive for a society that is pro-women and pro-children.

*Please specify an approximate time schedule for your plans.*

We plan to conduct 2 camps a year.

March to June

October to January

**SECTION 3: FUNDING DETAILS**

*Amount requested from Asha Stanford (INR or USD).*

INR Rs. 534,240

*Please divide the amount requested over time periods.*

January 2012 INR 266120

July 2012 INR 266120

*List expected amounts to be spent by category (e.g.: salary, supplies, student meals, books, etc.). Please provide details. Specify whether each amount is one-time or recurring.*

<b>Details of Recurring Camp Expenditure (per 100 day camp)</b>		
Cooks	1 person @ Rs. 4000 p.m. for 3 months per camp	12000
Resource Persons for special discussions	5 working days @ Rs. 1000 per day per camp	5000
Additional Incentive for stressful and overtime work for team	Rs. 70 per day for total 135 man-days for 2 persons per camp	9450
Study Materials		
Library Books	Bulk	4000
Stationery (notebooks, photocopies, pencils, crayons etc.)	Rs. 165 per child for 35 children	5775
Teaching Learning Materials	bulk	2500
Activity Materials	Bulk	4000
Black Boards	Rs. 1200 for 1-2 boards	1200
Food		
Vegetables, rations, gas	Rs. 40 per day per child for 50 days for 35 children	70000
Other Recurring Costs		
Soap, oil, sanitary napkins, medical expenses, matke, dustbins, etc.		6,000
Travel		
To and fro the venue for children and everybody	Going and coming	3000
Local Travel	@ Rs. 750 p.m. for 4 months	3000
Venue Costs for Camp		
Rent	@ Rs. 4000 p.m. for 4 months	16000
Publication - Camp	Report and children's newsletter - printed	6500
	<b>Total</b>	<b>148,425</b>

**One Time Costs**

Computer Class and Jute Weaving as part of the camp curriculum	1 machine @ Rs. 21,000 1 CPU with hard disk and some accessories	31,500
	<b>Total</b>	<b>31,500</b>

**Administrative Expenses**

Communications – Telephone, etc	@ Rs. 600 for 12 months	7200
Office Printing and Stationery	@ Rs. 500 for 12 months	6000
Accountant	@ Rs. 1500 for 12 months (part salary requested here)	18000
Audit and Legal Expenses	annual (part requested from here)	3750
	<b>Total</b>	<b>34,950</b>

**Summary**

Computer Class at Camp and other work component		31,500
Recurring Camp Expenditure	Per camp for 2 camps @ Rs. 148,425 Per camp	296,850
Salaries for camp staff	1 coordinator @ Rs. 9500 (half salary requested here) 1 person @ Rs. 8200 p.m. per year with 10% P.F.	170,940
	<b>Total</b>	<b>499290</b>
Administrative Expenses		34950
	<b>Final Total</b>	<b>534240</b>

*Please list previous/current (other) sources of funding for this specific project. If funding has been discontinued by a previous source, please state and explain.*

Navajbhai Ratan Tata Trust (NRTT) has been funding this specific project since October 2009. They have sanctioned a 3-year grant which will finish in September 2012.

Asha for Education (Stanford) started funding in September 2010.

*What is the annual budget of your organization? What are the other sources of funding for this project? Asha's funds will constitute what portion of this project's total requirements?*

Total Expenditure for the year 2010-11 was INR 5910040.

The expenditure this year would also be similar.



Other sources of funding for this project has been specified in above question (Navajbhai Ratan Tata Trust).

The NRTT funds were earlier about 60% of the project costs but as the NRTT program cycle finishes September 2012, the proportion of expenditure in this project would be marginally reduced as it will not cover the full year. Thus, Asha's funds would comprise about 50% of the total requirement for this project.

#### SECTION 4: EXPECTED PROJECT IMPACT

*Briefly assess how your efforts are going to affect the lives of the local people in the short and long term (in terms of literacy, health, employment, culture, etc.).*

The residential camp directly and immediately **impacts the literacy** of the children participating in the camp. It also gives them a motivation to pursue different options in life instead of flowing with the compulsions of poverty. The course of lives so far has been dictated more by circumstance and earlier norms of the community, and may not be always in the favour of children. This camp gives children mental and physical space to observe and assess what is happening in their lives and which situations they would want to change.

The children's learning in the camps **builds children's confidence** and they realize that they can also academically progress and literacy is something within their capacity. This is a powerful factor for motivation and confidence which is not present in children until then. They have always seen people of another economic and social class going to school and somewhere it has resulted in a feeling that this kind of a life is not meant for them. This situation changes during the camp. This camp is also the only way in which the children can get this chance to move out of the pressures to earn.

The stay of day in and day out together builds long term relationships and friendships amongst children across different social groups. This coupled with the discussions in the camp **builds people's perspective on life and the world**. So far, they have been engrossed within their own communities and conventional ways of thinking which are not open to include other cultures and people within their close domain. Caste boundaries and the situation of looking at other 'poor' people with doubt and derogatory attitude change.

In the long term, we see these **children becoming part of mainstream education and pursuing varied options in life which will impact their life in a permanent way**. It would directly be conducive for their health and employment. A continued relationship and interaction with the group after the camp would be aimed at building the youngsters to stand up for their community's rights and support other people's struggles for a life of dignity.

*Please indicate how you are going to monitor the impact on the beneficiaries. This indicator of impact is important to Asha-Stanford since it helps us assess the performance of your project at a later date.*

The impact of this program would be assessed through -

- Number of children participating in the camp
- Academic growth of children during the camp
- Personality indicators of children during the camp
- Proportion of camp children doing Class 5 within the next two years
- Parents' aspirations for children

*Discuss how the local community has been/will be involved with your efforts.*

The community members visit the children in the camps and a regular contact is maintained through phone and letters.

In the activities we do in the bastis locally, parents are involved in preparation of food and monitoring of the balwadi. They also participate in conduct of classes at times by telling stories and tales. They have also discussed / demonstrated and taught their skills which could be of working with tin, date palm leaves, puppetry, running a scrap shop etc.

The curriculum also contains stories of the people, traditional folk tales of the community. Our teachers also sit and document the language so that they can have a written guide to refer to and can use it in the classrooms to some extent.

*What are your plans for self-sufficiency?*

We are developing our own campus which will in the next 2 – 3 years help in giving a permanent place for the camp.

The recurring costs of the camp would always be dependent on funding because the communities are very poor to be able to pay for the costs. We are therefore looking for funding from more than one source. We have also applied for funding from the government for this program within the component of 'Residential Bridge Courses' in Sarva Shiksha Abhiyan.

We try to take some things in kind from local individual donors, as rations, stationery to the extent that can be raised so that the local participation grows as well as dependency on a donor agency is reduced to an extent.

*Please furnish any other information you think will help Asha Stanford in making a decision (Pamphlets, news cuttings, photographs, etc.) Please list what you are attaching.*

Photographs of earlier camps  
Photographs of living conditions in bastis  
Pamphlet inviting volunteers for a camp