

Aakar

**Life Skills and Education Support Program
for Children of Migrant Labor in Brick Kilns around Pune City
Maharashtra**

(Learning Enhancement and Migrant Community Development)

INDIA SPONSORSHIP COMMITTEE

Proposal Submitted to – ASHA FOR EDUCATION.

Program Period - 1st April 2025- 31st March 2026

LOCATION- Pune



*Map of Aakar program locations. ASHA-supported centers are situated at Rawet, Tathavade & Punavale

Content

Content	2
Introduction to India Sponsorship Committee	3
Program Details	4
Outreach	6
Methodology:	7
Regular Activities:	9
Monitoring & Supervision	12
Intended Outcomes	12
Conclusion	12
Budget	13

Introduction to India Sponsorship Committee

The India Sponsorship Committee aims to ensure that every child and young adult under our care has the opportunity for education and learning to grow up to become a contributing and successful citizen of India.

The India Sponsorship Committee was established in 1967, and since then has continued to evolve in the sphere of educating the underprivileged children of India. Its flagship program, Antar Bharati Balgram, was established in 1972, and today hosts 10 sadans (homes) where approximately 100 orphan and/or impoverished needy children grow up in an environment like a normal familial home. On the same campus, we have State board approved 1 to 10-class English medium school (Antar Bharati Balgram School- ABBS)

In 1980, the ISC Pune was established to extend ISC programs in communities and outskirts of Pune. The study revealed an urgent need to work with the children of migrant labor on the periphery of the city. The grave challenges like child labor, malnutrition, substance abuse, and no access to education needed someone to understand the geography and life of a brick kiln and design a program that works in a wholesome manner with the entire ecosystem of brick kiln. Today more than 8000 children enrolled in the Aakar program have benefitted from completing formal education and leading a better life.

ISC Pune has thereafter focused on areas of Child Rights, Gender Sensitization, Women Empowerment, and Early Childhood and Nutrition programs, and continues its success in all these areas each year. The programs in Pune are Aakar and Saksham. Aakar program is for the children of migrant labor in the age group 4 to 14 in the brick kilns around Pune city. Saksham is an ISC's empowerment program that mentors young women to become financially independent role models for the next generation. The Sarathi program is a quality settlement program designed to address the critical success factors in the transition phase from childhood to adulthood.

Vision

A Society in which **ALL** children without distinction of any caste, creed, or gender, enjoy their rights and are empowered through education to develop to their full potential embracing values, and learning to live together with faith in the human race.

Mission

The mission of the India Sponsorship Committee is to provide children in need the support required by them for an education that offers them opportunities that develop their full potential. Further, it seeks to create opportunities for children to become responsible, contributing members of society by helping them meet their family, social, emotional, physical, and spiritual needs.

Organization Detail

Name	India Sponsorship Committee
Registered Address	Mathuradas Estate Building No 1, 2nd Floor, 43/45, Shahid Bhagat Singh Marg, Colaba Causeway, Mumbai-400001
Registration Number	Societies Registration Act _ BOM 47/67 GBBSD
Website	www.indiasponsorship.org
Contact Person	Medha Oka- Executive Director
Contact Details	indiasponsorshipcommittee@gmail.com Phone number- 98206 11500

Program Details

Program Name- Aakar- Life Skills and Education Support Program for Children of Migrant Labor in Brick Kilns around Pune City, Maharashtra

**AAKAR- Brick Kilns are places where the brick soil is burnt and made into bricks, so the child is molded into a shape. 'Aakar' means shaped and resonates with Veet Bhatti, Mind, Education, Living, etc.*

Geographical Area

Tathawade & Wakad

Background of the Program:

In Pune, we have been working with the children of migrant laborers for the last 3 decades. The brick kilns on the outskirts of Pune are situated far from village settlements and schools. Due to lack of education facilities children often join their parents working in the brick kilns, to earn a little more for the family.

ISC intervened by starting support classes in the brick kilns more than thirty years ago, to ensure that the children did not fall into the same trap as their parents, starting with being child laborers, and today our pioneering efforts are being replicated by a few new NGOs.

ISC found that 70% of the migrant children living in these work sites do not go to school and over 90% were excluded from benefits available under the government's Integrated Child Development Services scheme (ICDS). Migrant children drop out because the academic year overlaps with the seasonal migration cycle back to home town during monsoon/agriculture season. Many children give up hope of completing school education.

At the same time after program intervention we also observed that when they realized that other child laborers at the kiln were going to a 'classroom' located within the site, they were enthused to learn, and with parental counseling, they were brought into the educational fold.

Right now, there is no other organization that works with the children of migrant laborers in the brick industry on the western outskirts of Pune. Most of the population we work with belong to the Scheduled (backward) castes called the Mahars and Matangs and tribals like the Katkaris and Dhangars. The next largest group is the OBC (Other Backward Castes).

It is our pride that today, more than 10000 children have been given support over these years, most of them have completed school-level studies, and a few have gone on to higher studies too. Very few have followed in the footsteps of their parents and continue being bonded to the brick kiln owner

Program Goal

The goal of the Aakar Program is to support of the children of families working in the Brick Kilns around Pune to overcome compelling challenges such as Poor Access to Education, Malnutrition, Endangering Health, Child Labour, and Substance Abuse.

The program will help to create an environment and support system for the marginalized sections of society that will protect & promote the rights of children and help in empowerment through the education process of the children. This will create a situation for children to exercise all their Rights for their proper growth and development especially the Right to Education.

ISC is aware that it cannot achieve this of its efforts but it can make a significant contribution. This is why it intends to build up a comprehensive campaign that will be implemented not only in Pune during the period of migration, but also in their home villages through its networking efforts. We aim to ensure that 0 to 14 age children of families working in brick kilns in Pune endangering health and limiting their potential for growth and development are given opportunities for their proper growth and development.

Program Objectives

1. To support children's education that will strengthen their learning beyond school, retain them in schools, reduce dropout rates, and improve their academic performance.
2. To ensure the holistic development of children by providing nutritional support and incorporating sports activities.
3. To conduct Life Enrichment sessions and support senior grade children in developing STEM skills
4. To strengthen community engagement and enhance their awareness on issues of child rights, child abuse, child marriage, women's empowerment, access to government schemes, etc.

Outreach

ISCs' total reach out through 16 education support classes and the mobile library is around 450 for the last year. Of all centers, we are seeking support for 5 centers to enhance the learning outcomes of children coming there.

The current classes are scattered and last year we observed in-and-out patterns in the student's attendance. Our Aakar program is designed to sustain children in the classes for more than 3 to 5 years to do impactful intervention. As a part of providing top-class educational support, we have started converting our classes into digital-enabled classrooms with the addition of portable classrooms, mobile library vans, and computers in classes. In consideration of all this the proposed locations for the **ASHA-supported centers are at Tathawade and Wakad. We are proposing 5 classes with the students' enrollment of around 150-200 students per year.**

Apart from direct intervention with children, we will also conduct focused meetings with parents. We will be working on the issues of education, health, nutrition, and safety to ensure the children's rights.

S N	Class Name	Type of Class	Location	Number of Children at location (Age Group)				Distance from school	Nearest School
				3 -6	7-14	14 +	Total		
1	Bhawar	Support & Balwadi	Tathawade	1	23	3	27	2 km.	ZP
2	Shaha	Support & Balwadi	Tathawade	19	29	2	50	2 km.	ZP
3	Raman Pawar (2 classes)	Support & Balwadi	Tathawade	24	37	1	62	2 km	ZP
4	Ramesh Barne	Support & Balwadi	Wakad	7	15	2	24	1 km.	ZP
	Total			51	104	8	163		

*- The number is based on overall outreach from these locations. Since families are likely to migrate during monsoon the number fluctuates during a few months of the year.

Methodology:

The Aakar program uses a comprehensive methodology to ensure a holistic approach to community and children's development, addressing the multifaceted needs of migrant families. The program aims to create a supportive environment that fosters education, life skills, and overall well-being. The methodology of the program includes, but not limited to:

1. Community Assessment:

This is the very first step in the Aakar Program setup stage. To understand the community-specific needs, dynamics, unique possible challenges, and opportunities we do a comprehensive needs assessment. This is an internal process we do using the Aakar survey tool as well as discussions with secondary stakeholders to gather information on educational, social, and economic needs.

2. Collaboration and Advocacy:

Once the location is identified, the next stage is establishing partnerships with local NGOs, governmental agencies, and community leaders to leverage resources and advocate for the rights and well-being of migrated families and their children. This also helps to advocate for policy changes and community support to address the specific needs during the ongoing activities.

3. Education Center Establishment:

Based on the numbers and needs identified for certain locations, a suitable brick kiln is identified for the establishment of an education center accessible to children staying in nearby brick kilns. These centers can be in the form of moveable container classrooms, fixed rooms provided by brick kiln owners with minimum rent, or makeshift classrooms ensuring accessibility and availability of as much as possible of resources such as electricity and drinking water. We also prefer the location to have a nearby government school, so eventually, the children are enrolled in formal education. Once the classroom is identified, ISC ensures the setup of a safe and conducive learning environment equipped with the necessary resources. Ongoing Aakar classes are run at the brick kiln sites in the available venues such as rooms provided by the respective brick kiln owners, Open classes and 4 portable container classrooms.

4. Flexible Timings:

Knowing the challenges of families living in the Brick kilns their work timings, and school timings of schools, our team creates flexible time schedules to accommodate the diverse needs. Also, these timings are based on the groups of children attending Aakar classes such as Balwadi, support classes, etc. In special cases, the team also arranges evening and weekend events/ workshops to ensure maximum participation.

In classes, the timings of the Balwadi groups and the support class groups are separate so that each age group is given the attention required. The center is open for five days from Monday to Friday.

5. Life Skills Training:

This is an integral part of the Aakar program design. This includes Life Skills training, Communication, 21st Century Skill Activities, Problem-Solving, Time Management, and Resilience. These skills are being provided to children and parents through interactive workshops and practical sessions

Apart from the academic input, other aspects of child development are also taken care of. Extracurricular and innovative activities are arranged such as sports and games, arts and crafts, song, and dance, etc. Special fun activities are conducted in the Camps during Diwali and Summer holidays.

6. Health and Nutrition Programs:

Health and malnutrition are some of the biggest areas where children living in brick kilns need support. We integrated health and nutrition education into our daily classroom activities. We provide daily nutrition to all children attending classes such as eggs, khichadi, or fruits. In addition to this, we have collaborated with healthcare professionals and institutes such as Symbiosis, and primary health centers to conduct regular health check-ups and awareness sessions.

7. Parental Involvement:

Along with developing children's education and life skills, we also facilitate parental engagement through workshops, seminars, and regular meetings. The topics of these engagements are gender sensitivity, ill effects of substance use, accessing government schemes, and encouraging parents to actively participate in their children's education and overall development.

8. Interactive Teaching Methods:

Aakar teachers (Bal-Maitrin) ensure innovative and participatory teaching methods to enhance the learning experience. This includes utilizing Training and learning material, technology, songs, plays, stories, group activities, and practical demonstrations to make education engaging and relevant.

9. Skill-Based Education:

For elder students from 8 to 10 classes, skill-based education such as computers, and additional inputs aligned with vocational skills, and English language development are added.

10. Monitoring and Evaluation:

ISC has a robust monitoring and evaluation framework to assess the program's effectiveness. This includes regular data collection on attendance, academic progress, and life skill development to inform program adjustments. We use daily logs, and weekly and monthly review meetings for M&E. Along with this ISC has initiated its own CRM program for technology-enabled reporting and data collection.

11. Awareness Campaigns:

To create and enable a positive environment for the program and ensure maximum support for the children participating, we also conduct awareness campaigns within the community. The topics of these campaigns are, to promote the importance of education, life skills, and health. We also utilize various channels such as government schools, PHCs, Gram Panchayats, and community events like rallies to disseminate information.

12. Legal Aid and Child Protection:

All the families working in the Brick Kilns migrate from different parts of India. They face challenges with documents and identity issues. This can lead to exploitation as well as non-accessibility of many schemes such as subsidies rationing, and free health care. We collaborate with local government agencies and make the families aware to get Aadhar cards, cast certificates, and ration

cards. In severe cases, if a child needs care and protection, we provide legal aid services and refer them to the child welfare committee in Pune.

13. Celebration of Achievements:

We organize regular events and ceremonies to celebrate the achievements of participants. This includes recognizing and awarding students who completed SSC grades and enrolling for further education.

Regular Activities:

Program Objectives	Activities conducted in 2024-2025	Activities proposed for 2025-2026
Objective 1: To support children's education that will strengthen their learning beyond school, retain them in schools, reduce dropout rates and improve their academic performance. Also to make parents aware and motivated.	<p>1- Conducted a baseline to gauge the learning level of children and accordingly form their academic year plan.</p> <p>2- Formed groups of children aged 5 to 14 years for support class</p> <p>a- Pre-school class for children aged 5 to 6 in Veetbhatti</p> <p>b- Marathi, basic Math, basic English, for children aged 7 to 14 years.</p> <p>3- Developed learning materials and modules to further improve the learning levels.</p> <p>4- Conducted daily classes based on groups and their revision.</p> <p>5- Development of basic English language modules in the learning program.</p> <p>6- Encouraging reading habits and providing books and material through weekly Mobile Library Van.</p> <p>7- Introduction to basic IT skills (MS Office)</p> <p>8- Support in school enrollment and ensuring zero dropouts from formal schools and regular follow-up visits to schools</p> <p>9- Exposure for elderly children for skill development</p> <p>10- Introduction to basic IT Skills.</p>	<p>1- To conduct Pre and Post test to gauge learning level of children and accordingly form their academic year plan.</p> <p>2- Formed groups of children aged 5 to 14 years for support class</p> <p>a- Pre-school class for children aged 5 to 6 in Veetbhatti</p> <p>b- Marathi, basic Math, basic English, for children aged 7 to 14 years.</p> <p>3- Developed learning materials and modules to further improve the learning levels.</p> <p>4- Conducting daily classes based on groups and their revision.</p> <p>5- Science education through mobile libraries and mobile science labs.</p> <p>6- Development of basic English language modules in the learning program.</p> <p>7- Encouraging reading habits and providing books and material through weekly Mobile Library Van.</p> <p>8- Introduction to basic IT skills (MS Office)</p> <p>9- Special focus on elderly children for skill development tools and environment</p> <p>10- Support in school enrollment and ensuring zero dropouts from formal schools and regular follow-up visits to schools</p>

Program Objectives	Activities conducted in 2024-2025	Activities proposed for 2025-2026
Objective 2: Enrichment Program (Life skill)	1- Age-appropriate life skills and soft skills taught to children-Time management, digital safety. 2- Conducted exposure visits for self-skill development. 3- Leadership Development (Child Rights Participation)	1- Age-appropriate life skills and soft skills will be taught to children. 2- Conduct exposure visits for self-skill development. 3- Workshops and frequent inputs on Sports, Self-Defense, Fine Arts, etc. (through external coaches and agencies) 4- Leadership Development (Child Right Participation)
Objective 3: To help community groups and individuals to gain awareness and sensitivity to the overall environment and its related problems and to acquire skills to identify and solve environmental problems.	1- Environment awareness and Plastic Ban awareness through sessions, exhibitions 2- Tree plantation drives near the Brick Kiln centers 3- Farming Exposure trip 4- Awareness on clean water & sanitization	1- Environment awareness and Plastic Ban awareness through sessions, exhibitions 2- Contacting Government Departments for support in tree conservation and encouraging children to participate in activities like plantation drives. 3- Farming Exposure trip 4- Awareness on clean water & sanitization
Objective 4: Health & Hygiene Program. To generate awareness in the general public for the elimination of child labor, child safety	1- Held awareness discussions, and rallies for Child Rights and Against Child Labor to prevent child exploitation. 2- Conducted Health camps and provided nutritious food during the classroom session. 4- Sessions on Menstrual health and hygiene for Adolescent girls and women and sessions on food safety. 5- Vaccination reference and follow-up. Awareness generation through camps and poster displays. 6- Counseling and guidance to the families on issues such as health, gender, govt schemes. 7- Gender equality sessions. 8- Conduct health checkups, health	1- Conducting awareness, discussions, and rallies for Child Rights and Against Child Labor to prevent child exploitation. 2. Recommendation to the Child Welfare Committee in cases if any child needs support. 3- Conducting Health camps, and providing nutritious snacks during the classroom session. 4- Safe spaces made for children through containers. 5- Making children self-reliant by taking them under the fold of upskilling programs like ISC Saksham and Sarathi. Also creating other partnerships for providing such access. 6- Sessions on Menstrual health and hygiene for Adolescent girls and women and sessions on food safety.

Program Objectives	Activities conducted in 2024-2025	Activities proposed for 2025-2026
	camps, vaccination camps, etc.	7- Vaccination reference and follow-up. Awareness generation through camps and poster displays 8- Counseling and guidance to the families on issues such as health, gender, govt schemes. 9- Gender equality sessions. 10. Conduct health checkups, health camps, vaccination camps, etc.
Objective 5: Govt. scheme in Brick kiln Families.	1- Survey in all Brick kilns to understand the status of Adhar card, Pan card, Post Office saving account, Labour Registration, ABHA Yojana, and spreading awareness on these schemes. Providing linkages and support with concerned agencies wherever required.	1- Survey in all Brick kilns to understand the status of Adhar card, Pan card, Post Office saving account, Labour Registration, ABHA Yojana, and spreading awareness on these schemes. Providing linkages and support with concerned agencies wherever required.

Monitoring & Supervision

The program is tracked regularly at different levels:

1. Tracking sheet for attendance and school enrollment
2. Tracking the data of nutritional input in every centre
3. Monitoring the learning outcomes through pre- and post-evaluation tests of all children
4. Tracking the health data of all children for height and weight and haemoglobin
5. Monitoring the outcomes of parent meeting

Intended Outcomes

1. 100% of children free from any form of child labor.
2. 90% of children from ISC support classes enrolled in nearby Zilla Parishad schools.
3. 80% attendance of all enrolled children in Brick Kiln support classes. (during non-migration season)
4. Academic performance in schools improved.
5. 60% Improvement level of skills in Reading, level of Comprehension and digital literacy
6. Percentile change in BMI of children (3-14 yrs.).
7. 70% of parents attend regular group meetings (monthly) and support the learning enhancement of their children.
8. Increased involvement of secondary stakeholders such as brick kiln owners and gram panchayat and PCMC in issues and concerns of the overall well-being of Brick Kiln children
9. Increased exposure to other competitive platforms through participation in events, and activities by the children.

Conclusion

In conclusion, the commitment to invest in the education and life skills development of children from the migrant labour brick kiln communities stands as a pivotal step towards breaking the cycle of poverty and fostering a more inclusive society. The success of such initiatives not only transforms individual lives but also aligns with the broader goal of creating responsible citizens.

The Aakar program is aligned with various schemes and policies focusing on education and welfare for the children of migrant populations. Our activities such as school enrollment, support to strengthen learning, retain them in schools, reduce dropout rates, and improve their academic performance are very much aligned with the Right to Education Act. Additionally, we are also supporting the objectives of the Integrated Child Development Services (ICDS) and the National Child Labour Project which aim to address the unique challenges faced by children in vulnerable situations, ensuring their holistic development. As a collective effort, these measures by the Aakar Program contribute to enhancing resilience, boosting self-esteem, and instilling hope among the children of families living in brick kilns.

The combination of academic support, life enrichment activities (Life skills), grassroots initiatives and advocacy for governmental support not only empowers the brick kiln community children but also reinforces the national commitment to nurturing capable and contributing citizens. Ultimately, the holistic approach of ISC's Aakar reflects the imperative role of education in shaping a brighter and more prosperous future for the nation.

Budget

Name of the organization: INDIA SPONSORSHIP COMMITTEE

Project title: Title: Brickiln family strengthening proramme

Project period: 1st April 2025 to 31st March 2026

Sr. No.	Project Line items	Units	Months	Rate	2025-26	Remarks
A.	Program Cost					
	No. of Children				160	
	No. of classes				5	
	No. of location				2	
a.	Program Salaries					
1	Salary of Community Coordinator	3	12	18,338	660,168	Three teachers running 5 classes
2	Salary of Supervisor	1	12	7,000	84,000	Part Salary of Field supervision and reporting
3	Program Head	1	12	19,225	230,700	Part Salary of program head
4	Driver for Mobile library Van	1	12	8,000	96,000	Part Salary of Library van driver
5	Accounts and M & E staff	1	12	11,800	141,600	Part Salary of Admin and Accounts staff
	Sub-total of program Salaries				1,212,468	
	Program Cost					
	Supporting Enhanced Learning Outcome					
	Activities-children day, anti child labours day, teachers day,	8		2,000	16,000	
	Children Workshops	3		5,000	15,000	
	Resource Material and Teaching Aid					
	Education material, mattress, Science & technology experiment	2		5,000	10,000	
	Art and Cultural					
	Competitive activities and Awards to achievers	8		1,500	12,000	
	Annual Day/ Cultural Program	1		15,000	15,000	
	Diwali camp, Summer camp	2		7,500	15,000	
	Children exposure visit	1		15,000	15,000	
	Sports Development					

	Sport Day	1		25,000	25,000	
	Karate coaching	1	12	5,000	60,000	
	IT and Vocational Development					
	Sponsorship to children age above 16 year	7		5,000	35,000	Career guidance/ personality devel, Edu support
	Staff training & capacity building	2		7,500	15,000	
	Nutrition and drinking water for children	160	12	42	80,640	Fruits, dry nuts, Breakfast, Occasional meals
	Sub total of Program cost				313,640	
C.	Administrative cost					
1	Rent of office & Centers	12	Monthly	6,500	78,000	
4	Center Running Cost	12	Monthly	2,000	24,000	Cost for electricity, water, cleaning, security etc
6	Staff Travel Expenses and Communication	12	Monthly	8,000	96,000	Staff monthly Travel expenses Rs.1500 per month per teacher of visit and exposures
	Sub Total of C				198,000	
	Grand Total (A+B+C)				1,724,108	

Statement of Expenses of Last Year – 2024-2025

Name of the organization: INDIA SPONSORSHIP COMMITTEE

Project title: AAKAR (Project for Migrant Children)

Project period : APRIL 2024 - MARCH 2025

Sr. No.	Project Line items	Units	Type of unit	Unit cost	Budget	Expenses	Balance	Remarks
A.	Program Cost							
a.	Program Salaries							
1	Salary of Bal Maitrin	12	Monthly	44,180	530,160	400,210	129,950	Three Bal Maitrin supporting 7 centers
2	Salary of Program Manager	12	Monthly	8,460	101,520	135,276	- 33,756	Part Salary of Field supervision and reporting
3	Driver for Mobile library Van	12	Monthly	7,000	84,000	112,200	- 28,200	Part Salary of Library van driver
	Sub total of program Salaries				715,680	647,686	67,994	
b.	Activities/programs/Events							
1	Workshops, parents meeting & Community outreach Programs	12	Activity	2,500	30,000	16,821	13,179	As per Aakar program design. Multi layered exposure for parents and children is planned through workshops, events, meetings and camps. The cost includes, snacks, arrngment of event, resource fee, etc
2	Children Activities-children day, anti child labours day, teachers day etc.	6	Activity	3,500	21,000	11,050	9,950	
3	Children exposure visit and diwali camp and Summer camp	4	Activity	5,000	20,000	24,161	- 4,161	
4	Annual day/cultural programs, Awards and competitive activities	4	Activity	7,500	30,000	51,045	- 21,045	
5	Staff training, Resourecs and module development like Posters, Training modules, Audio Video resources	6	Activity	5,000	30,000	23,977	6,023	We have added life skill education in our program design. The cost is required to adopt posters , training material and reprint the same.

								Curriculum and session plan training and learning material and stationary.
6	Nutrition food	12	Monthly	9,000	108,000	140,101	- 32,101	This is continued to provide nutritional food in the classes for children
	Sub total of program activity and events				239,000	267,155	-28,155	
	Sub total of Program cost (A)				954,680	914,841	39,839	
B.	Program Monitoring and & Support staff							
1	Program head	12	Monthly	22,610	271,320	366,666	- 95,346	Part Salary of program head
2	Accounts and admin staff	12	Monthly	9,000	108,000	142,350	- 34,350	Part Salary of Accounts and admin staff
3	Monitoring & Evaluation staff	12	Monthly	9,000	108,000	126,000	- 18,000	Part Salary of Monitoring & Evaluation staff
	Sub Total of program monitoring and support				487,320	635,016	- 147,696	
C.	Administrative cost							
1	Rent of office & Centers	12	Monthly	8,500	102,000	60,020	41,980	Rent of admin office since it is shared with other project donors as well and actual rent of 2 classrooms
2	Mobile Van Maintenance, Insurance and Fuel	12	Monthly	6,000	72,000	25,000	47,000	This is added expences for the new intitative. The cost is shared with other program budgets
3	Field Travel Expenses	12	Monthly	5,500	66,000	69,111	- 3,111	Staff monthly Travel expenses Rs.2000 per month per teacher of visit and exposures
4	Center Running Cost	12	Monthly	2,000	24,000	10,009	13,991	Cost for electricity,Internet, water, cleaning, security etc

5	Digital Learning & Communication	12	Monthly	1,500	18,000	10,605	7,395	We have already provided digital devices to our teachers. The cost includes data charges. The tablets are being used as AV equipment to show online educational and learning content such as videos, Google. Teacher also use the same device for reporting as well.
	Sub Total of Administrative cost				282,000	174,745	107,255	
	Sub total of A,B and C				1,724,000	1,724,602	-602	
	Grand Total				1,724,000	1,724,602	-602	

Stories of Change



Sainath Birappa Inchur - a simple, yet bright boy from an ordinary family. Sainath and his family were going through a tough life. They had moved from Karnataka to Ravet Sheikh Bhatti and started working as labourers in a brick kiln. His parents struggled every day to make ends meet, but they realized that they needed to find a way to improve their son's future.

Sainath had no interest in school. His focus was only on the work at the brick kiln. However, the ISC program's Balmaitrini (Child Friend) explained the importance of education to his parents and gave them hope for a brighter future for their son. The Balmaitrini informed the family about the ISC classes, and they decided to send Sainath to ISC Centre.

Sainath's parents started sending him to the ISC classes, but there was one challenge. Sainath spoke Kannada and did not understand Marathi. As a result, his initial days at centre were very difficult. But the ISC Bal maitrini paid special attention to him. Using the teaching materials in the project bag, songs, stories, and various activities, she began teaching him in Marathi.

You may wonder, "How did they teach Sainath?" To help him, ISC teachers used special techniques. Through songs and dialogues, he began to understand words, and gradually, his ability to speak Marathi improved. Attempting to read numbers from the project bag helped boost his mathematical thinking. All these methods gave him confidence, and his progress began.

Now, Sainath can easily speak Marathi. He sings songs, recites numbers, and creatively applies what he has learned. He became a good student at school, and his teachers started using him as an example of progress and inspiration.

This change was significant for Sainath's parents. They never had the opportunity to go to school, but they gave their son the chance to study. Today, Sainath has become a successful student. His family now believes in the importance of education, and he has shown that education can transform both his family and society. A simple boy who once could not dream of education is now making a successful journey in the field of learning. And now, he is about to enter Class 1.



A Journey of Transformation: Yuvraj's Story

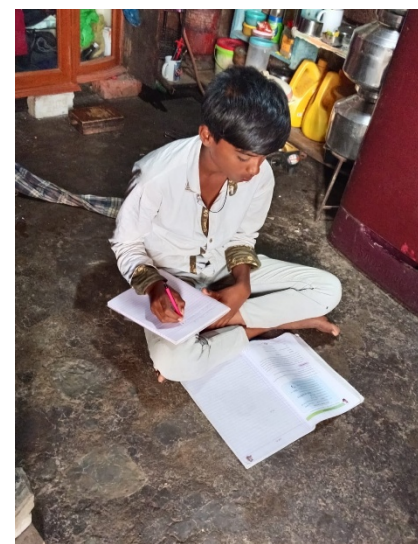
While in the Balwadi, Yuvraj embarked on a transformative journey by enrolling in ISC's **Aakar** program. Designed with the noble intention of providing educational opportunities to children from marginalized backgrounds, this initiative offered Yuvraj the chance to transcend his circumstances through education and personal growth.

Originally from Washim district, Yuvraj and his family migrated to Tathawade to work at a brick kiln. Due to their lack of education, his parents were initially unaware of the importance of schooling. When Yuvraj first arrived at the kiln, he often worked alongside his parents instead of attending school.

Yuvraj's journey was far from easy. His father, an addict, created an environment of domestic instability, leaving his mother to shoulder the family's responsibilities. As a result, Yuvraj was neglected and his education was at risk. However, consistent counseling through parent meetings and educational awareness rallies helped change his parents' mindset, enabling Yuvraj to begin his educational journey smoothly.

Yuvraj has since shown remarkable potential. Bright in his studies, he eagerly takes initiative in creative activities and demonstrates a passion for sports. He actively participates in various institute programs and has developed a strong sense of cooperation and teamwork through ISC's guidance.

Today, Yuvraj is thriving in Grade 7. His parents, deeply grateful to ISC, often express their appreciation, saying, "It is because of ISC that our children have been able to learn and grow. We are thankful for the support and opportunities they have received



Swara Khaloke

At just nine years old, Swara Kalokhe's journey is a testament to resilience and the transformative power of education. Originally from Solapur, Swara now studies in Grade 3 at a school in Tathawade. Despite facing a physical disability affecting her legs—a challenge that once threatened her educational future—Swara has risen above the odds with courage and determination.

Living at the Shaha brick kiln in Tathawade with her family, Swara lacked the support of her father. Her mother and grandparents stepped in to provide for her upbringing, but they struggled to meet her educational and medical needs. In these trying circumstances, Swara needed both guidance and care to pursue her education.

Her life took a turning point when she came into contact with ISC's

Aakar program. The program provided her with much-needed medical assistance and educational support. This intervention not only improved her health but also reignited her path to learning.

Today, Swara shines brightly in both academics and creative pursuits. Her confidence has blossomed, and she actively participates in a variety of activities, showcasing her talent and enthusiasm.

Swara's mother and grandparents are filled with gratitude toward ISC, often expressing, *"It is because of ISC that Swara was able to overcome her challenges and get back on track with her education. We are deeply thankful for their support."*

Swara's story is a powerful reminder that with the right support and opportunities, every child can rise above challenges and achieve their potential.

